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ABSTRACT

Intended for use with tenth grade students, this guide is one of a series of teacher resource curriculum guides in communication arts developed by the Wisconsin Department of Public Instruction. The curriculum described in the guide is intended to (1) appeal to students of all abilities, (2) provide for student interaction and involvement, (3) increase student use of language as a communication tool, (4) increase development of vital communication skills, and (5) involve students in creating and receiving messages in various modes, for various purposes, and for varied audiences. The guide contains 25 units based on the five major functions of communication (informing, feeling, imagining, ritualizing, and controlling) and five audience contexts (intrapersonal, dyadic, small group, public, and mass communication). The units contain activities for reading, writing, speaking, and listening. Appendixes contain statements about the teaching of reading, writing, speaking, and listening drawn from current research. (PL)

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THE WISCONSIN ALTERNATIVE CURRICULUM DESIGN IN BASIC ENGLISH/COMMUNICATION SKILLS FOR GRADE 10

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FOREWORD

In recent years, the Wisconsin Department of Public Instruction has developed a series of teacher resource curriculum guides in communication arts. As an extension of this series, two publications for English and Communication Skills have been developed for ninth and tenth grades.

A new alternative design is used in each of these publications which address three components; namely, (1) functions of communication, (2) audience context, and (3) integration of the language arts. Each publication includes twenty-five capsules or units because there are five major functions of communication (informing, feeling, imagining, ritualizing and controlling), and five audience contexts (intrapersonal, dyadic, small group, public and mass communication).

It is believed these publications are the first to incorporate all three components into an overall scheme. While the design of these publications may suggest a pattern for generating curriculum at the local level, the ultimate aim is the development and improvement of basic thinking skills for English and Communication classes in Wisconsin high schools.

These publications were written by teachers, consultants and Department staff. The Department of Public Instruction welcomes comments from those teachers who use these publications.

Herbert J. Grover
State Superintendent

PROGRAM OVERVIEW

AIM:

To develop the basic language and communication skills of Wisconsin high school students.

A well rounded program provides instruction in reading, writing, speaking, and listening. Therefore, this curriculum design for English/communications has been developed to:

- appeal to students of all ability levels, 9-12.
- provide for rich student interaction and active involvement.
- increase student use of language as a communication tool.
- maximize development of vital communication skills.
- involve students in creating and receiving messages in various modes, for various purposes, and for varied audiences.

RATIONALE:

In the real world, people use communication to serve a variety of functions or purposes. We use communications to give and receive information, to persuade others, to share feelings, to engage in imaginative thought, and to interact socially. Further, communication in society is directed toward specific audiences ranging from oneself, to another, to a small or large group, to a mass audience. As we communicate in life, we use a blend of language acts or processes. We read, write, speak, or listen as the occasion demands.

If the above is true in the real world, then students being prepared to communicate effectively in that world ought to initiate a variety of messages differing in purpose, intended audience, and language form.

Traditionally, however, the high school English curriculum has not effectively incorporated all of these elements. A national study of high school English programs by Squire and Applebee,[1] found that: 1) literature

is the most extensive, carefully organized, and effective element of the English curriculum; 2) there is very little writing instruction in the contemporary English curriculum; 3) language study is the least well taught of the three major components of English; and 4) most schools fail to provide any integrated or sequential training in reading and speaking. In response to the prevailing conditions in English classrooms, Squire and Applebee indicated that English programs need to become more balanced. They concluded that the English curriculum must include more consistent and progressive instruction in writing, language, reading and oral communication.

While conditions within English programs nationally have changed since this report was issued, the concern for developing a more balanced English program remains a valid one. It is therefore, the purpose of this curriculum to offer a design that integrates all aspects of language skill - reading, writing, speaking and listening - and successfully guides students toward communication competence, across diverse settings and for varying purposes.

In Wisconsin, about 65% of senior high school students are enrolled in literature courses. Only 33% are enrolled in composition or writing courses, and less than 20% are enrolled in any speech course.[2]

Thus, although English educators have expressed a need for a balanced curriculum, the facts suggest that a serious imbalance exists in Wisconsin high schools.

Evidence for alternative designs comes from other quarters as well. The University of Wisconsin System Basic Skills Task Force reported in May 1979 that: "25% of our freshmen enter without the basic skill competencies needed for success in traditional entry level courses." The task force studied verbal skills (reading, writing), mathematical skills, and investigative skills - the latter being partially defined as a

student's ability to "organize ideas as demonstrated in speaking and in writing..." and student skill in "reshaping and developing information, and finally communicating effectively."[3]

In addition to the Wisconsin scene, other studies underscore the need for alternative approaches. The National Assessment of Educational Progress has noted over a ten year period (1969-1979) of analyzing student writing samples that:

1. students show increasing difficulty with organizing and developing ideas as well as with providing transition between ideas.

2. students have difficulty in grasping and explaining the sense or "meanings" of what they are attempting to communicate.[4]

On the other hand, students show no increased difficulty in handling the surface features of language (spelling, capitalization, punctuation, etc.). These "surface" skills remain mainly in tact. Therefore, it is the deeper structure or "meaning" levels of language that plague students.

The national excitement about written language may be overshadowing an equally vital concern - spoken language.

As George M. Banner, Jr., Chairman Board of Directors, American Association for the Advancement of the Humanities has said:

> In addition to students' deficiencies in reading, writing, analytical, and historical skills, it turns out that many of them have also lost their ability to speak well; and since this skill cannot easily be measured, its loss has gone unremarked. . . .
>
> Remarkable, the ill state of the spoken language is rarely mentioned in commentaries about the crisis in literacy and basic skills. . . .
>
> It is time that we recognize that the much vaunted "return to basics" must include attention to the spoken as well as the written language. Once we acknowledge the crisis in speech, we shall be able to talk about it and come up with a course of action to combat it. It will be none too soon.[5]

While we have recognized that Johnny has trouble reading and writing, it is now time to state that "Johnny don't talk good neither." But are oral communication competencies all that vital?

In a study of 160 Sunday newspapers, nearly 6,300 help wanted advertisements were found which specifically asked for applicants with communication skills. Verbal (oral) communication and spelling were the two most frequently mentioned ones, followed by written communication, counseling, recruiting, interviewing, and supervisory skills.[6]

Gulezian surveyed 154 employers who recruit on college campuses to see the kinds of academic preparation these recruiters look for in non-business majors.[7] The three most strongly endorsed areas were accounting, oral and written business communication, and personnel management and human behavior in organizations.

Hagge-Greenberg surveyed a similar group of employers, asking them to evaluate a list of skills and qualities which they might consider important when hiring a college graduate.[8] She then contrasted those who hired liberal arts graduates with those who do not. Oral communication skills topped the list in importance for both groups.

Corson and Paul studied over 5,000 people holding key posts in the federal service and, from that study, concluded that "the professional's activities require that they be capable of communicating their knowledge effectively and defending it persuasively both inside and outside the agency."[9] They also stressed that the professional's success depends on the ability to translate complex ideas into understandable terms.

The latest issue of The Endicott Report: Trends in the Employment of College and University Graduates in Business and Industry 1980 provides data on the reasons employers did not offer positions to those college graduates whom they turned down. These responses by the hiring officers of 170 well-known business and industrial concerns were evoked by this

questions: "What are the most common reasons for NOT offering a job? In other words, what negative factors most often lead to rejection?" The reason cited most often was "inability to communicate" or "poor communication skills." This reason was given by sixty-five percent of the respondents, an amazingly high level of consistency for an open-ended question.[10]

Another group concerned with the attributes or skills which increase the likelihood of employment are the counselors in employment agencies. Dubin, Alderman, and Marlow asked these counselors to indicate the competencies that are important to getting a job. There were six skills that these respondents indicated were either "quite important" or "extremely important." They were: "Listening, problem solving, decision making, motivation, questioning techniques, and speaking competence."[11]

For years, we have assumed that school curricula were providing comprehensive and balanced instruction in the language arts. The evidence indicates otherwise. If we wish our students to communicate effectively through reading, writing, speaking, and listening in a variety of contexts and for a variety of intents, major curricular reform is necessary. This alternative curriculum can serve as a vehicle for such reform.

PROGRAM DESCRIPTION:

In the matrix shown below, Dimension One, Functions of Communication, identifies the major purposes or uses of communication in life. Dimension Two, Audience Contexts, identifies the major settings in which communication occurs. Each of the twenty-five cells per grade level will be represented by a learning capsule containing appropriate reading, writing, speaking, and listening activities. Thus, when used in toto, the design ensures that students will initiate and receive a rich variety of messages representative of the major communication functions and settings. In

the remainder of this section, the five functions and five audience contexts will be explained.

This alternative 9th and 10th grade English/communications curriculum reflects the matrix that follows:

MATRIX FOR
GENERATING CURRICULA
IN COMMUNICATION

Dimension Two - Communication Contexts / Dimension One - Functions of Communication	Informing	Feeling	Imagining	Ritualizing	Controlling
Mass Communication					
Public Communication					
Small Group Communication					
Dyadic Communication					
Intrapersonal Communication					

*Each cell involves both message initiation and message reception skills.

R. R. Allen
UW-Madison
February, 1977

THE FIVE FUNCTIONS OF COMMUNICATION

Five categories of communication functions, based on the work of Wells[12] and Halliday[13] have been identified by the National Project on Speech Communication Competencies.[14] These are:

INFORMING. The participants' major purpose is to offer or seek information. These acts include stating information, questioning, answering, justifying, naming, demonstrating, giving directions, explaining and acknowledging.

FEELING. The participants' dominant purpose is to express feelings and attitudes as an affective response. These acts tend to be spontaneous and are manifested because of the satisfaction they carry for the participants. These acts include exclaiming, expressing an emotional state or attitude, taunting, commiserating, tale-telling and blaming.

IMAGINING. These are acts that cast the participants in imaginary situations. These acts include creative behaviors such as role-playing, fantasizing, dramatizing, theorizing and storytelling.

RITUALIZING. These acts serve primarily to maintain social relationships and facilitate social interactions. Such acts include greeting, leave taking, participating in verbal games, reciting, taking turns in conversations, and demonstrating amenities.

CONTROLLING. The participants' dominant purpose is to control behavior. These acts include behaviors such as commanding, offering, suggesting, permitting, threatening, warning, prohibiting, contracting, refusing, bargaining, rejecting, acknowledging, justifying, persuading and arguing.[15]

AUDIENCE CONTEXTS

In the course of a day, students are parties to communication in diverse kinds of contexts. One method of categorizing contexts is by size (and/or distance) of the intended audience. These contexts are:

INTRAPERSONAL COMMUNICATION. This is the most personal kind of communication. It involves talking to one's self. We engage in such intrapersonal acts as rationalizing, goal setting, praising, and blaming.

DYADIC COMMUNICATION. Much of human communication occurs in two person groups. The student's ability to relate to a friend, a sibling, a mother, and a father is of crucial importance to a happy and fulfilling life.

SMALL GROUP COMMUNICATION. A small group may be defined as an assemblage of people who are in face-to-face contact and who are psychologically "aware" of each other as individuals. Sample small groups include families, peer groups, classroom group and clubs.

PUBLIC COMMUNICATION. Public communication occurs in larger groups where the roles of initiator and recipient tend to be relatively fixed. The context in which public communication frequently occurs includes lecture halls, banquet room, and deliberative chambers.

MASS COMMUNICATION. Where the initiator and recipient are physically separated from one another, and where technology is necessary to bring the message from the initiator to the recipient, we have mediated communication. The common media used to deliver these messages are radio, television, newspapers, magazines, films, records, and tapes.

ADVANTAGES OF THE PROGRAM:

As suggested by its very design, this program has certain advantages.

Intrinsic Advantages

1. Functional communication competence is the central focus.
2. A variety of audiences is addressed.
3. A blending of reading, writing, speaking, and listening occurs.
4. Student-centered, experiential learning is promoted.

Additional Advantages

5. A clear, consistent structure is provided.
6. The design is flexible and economic since available, current resources can be used.
7. The design provides for cyclical treatment of competencies as shown by an index of primary and secondary competencies for each function.

GENERAL SUGGESTIONS IN USING THE PROGRAM:

This experimental program has certain characteristics, which if recalled, will aid implementation.

1. Gain program familiarity.

   Before teaching any capsules or units, an individual teacher, team (one speech teacher and one English teacher), several teachers at the same grade level, part of or an entire English/communications arts department should familiarize themselves with what is here. This means reading the entire program for the prospective grade level or levels.

2. Tap program versatility and economy.

Once teachers gain familiarity with this curriculum, it can be easily suited to any current school situation. This design may be adapted to individual students, classrooms, grade levels, mixed levels, tracking situations, or heterogeneous groups. Regardless of size of financial resources, city and rural schools can utilize this program by tailoring it to a school's circumstances. In addition, the grammatical, usage, vocabulary, or composition skills required by a department can be integrated into appropriate activities within a capsule. Also, many favorite yearly activities or lesson plans can be inserted as well.

Note too that a check of departmental storage shelves will yield many of the resources suggested here. Finally, by using this curriculum, teachers will see in its framework a great potential for developing added materials, fresh adaptations, or newly created units.

3. Keep uniformity within each strand.

The desirable uniformity of this program lies in the required adoption of the five communication functions. After a function has been chosen for classroom use, it is important to complete the five units or capsules within the particular strand or function. These functions undergird the units, suit the audience contexts, and integrate the language acts of reading, writing, speaking, and listening.

Within each unit, teachers need to recall that at least four activities are offered in covering the full range of communication experiences. Each of these activities should be completed. Teachers will note, however, that some activities within a capsule may follow a different order; for example, sometimes a writing activity precedes a speaking activity, or one unit may start with a listening activity rather than a reading experience. Simply follow the suggested pattern.

4. Plan for interaction and program growth.

This alternative design seeks to improve interaction among students and teachers. In brief, this is a student-centered, activity oriented program. Students talk, act, listen, read, and write as they engage in many skill building activities. Suggested materials should be seen as a core around which a teacher can build as the program develops through use. To aid individual students, alternative materials are often suggested. This provides program growth and enrichment possibilities limited only by the teacher's ingenuity.

SPECIFIC ROLE OF THE TEACHER IN IMPLEMENTING THIS MODEL:

1. Choose a major function suited to your students' needs and your teaching emphasis.

2. Next, within this chosen function, follow or adapt the suggested sequence of language acts (reading, writing, speaking, and listening) and audience contexts (self thru mass communication).

3. Provide, as needed, greater background or in-depth knowledge for your students to successfully complete each suggested activity in the guide.

4. Emphasize the primary and secondary competencies as indicated for each learning activity.

5. Continually emphasize within each capsule and activity the relationships between function, audience, and language processes.

6. After completing the capsule for the chosen function, assess your students' knowledge of the competencies listed at the beginning of the unit.

7. After evaluating to your satisfaction the level of student communication competence demonstrated within the chosen function, preview the remaining units or capsules to determine the next appropriate function to be taught. Then, repeat the above steps 1-6 to guide your instruction.

DESIGN OF THE CAPSULES

General Information:

Teachers will discover five Introductory Statements regarding the major functions. These are designed to familiarize potential users with the basic intent of each function. A Master List of Competencies provided before each major function shows the thinking or communicative skills undergirding the lessons.

For each of the five major functions, there are five capsules or lessons covering the audiences ranging from intrapersonal through mass communication. One the first page of each capsule, the grade level, function, audience, and capsule title appear. Each capsule contains the following major parts which remain the same throughout this guide. These parts are:

1. Focus of Capsule:

   This section summarizes the capsule's main topical or thematic concern. It has two aims: 1.) to aid teacher integration of the lessons into a current or future unit and 2.) to suggest motivational approaches for student involvement with the theme.

2. Overview of Activities:

   This part condenses the types of reading, writing, speaking, and listening activities created for each capsule. Any of these activities may start a capsule, but teachers may adapt the suggested sequence to suit particular classes or unit emphases.

3. Types of Activity:

   These headings clearly identify each reading, writing, speaking, and listening activity.

4. Primary Competency Developed:

Primary competencies are those thinking or communicative skills drawn from the Master List which precedes each major function. Primary competencies are those selected skills receiving major emphasis within an activity.

5. Secondary Competency Developed:

From the same Master List per function, selected skills are given a secondary or lesser degree of coverage within a specific activity. Some capsules have no secondary competencies but focus instead only on primary competencies.

6. Learning Objective:

For each reading, writing, speaking, and listening activity, an objective identifies what the students should be able to do and generally what product or evidence will underscore their achievement by the end of the activity.

7. Description of Activity:

Sufficient details are given for each language arts activity to aid immediate classroom use. For completing the activity, resources and suggestions are provided with no restriction on teacher improvisation.

8. Class Discussion Probes:

Organized under tag word headings for Primary and Secondary Competencies, classroom questions are designed and sequenced for each activity. Teachers may revise or adjust the discussion probes to suit classroom needs and to decipher student mastery of the competencies. New probes can be developed too since successful use of this alternative design suggests an on-going evaluation of student

proficiency in the primary and secondary competencies offered for each major function.

The above discussion of the major parts along with the appendices and indices should aid teacher implementation of this experimental design.

INTRODUCTORY STATEMENT: INFORMING

Writing news stories, explaining a process, giving a demonstration speech, or engaging in a panel discussion are all student activities focusing on informing. Other classroom lessons for this function might include learning research and library skills, or using narration, description, and varied expository patterns like cause-effect relationships and spatial and/or chronological organization. Giving and gathering information appears therefore in many ways or combinations.

The Master List of Competencies for informing and its lessons group familiar thinking skills easily used in English/communication classes.

INTRODUCTORY STATEMENT: FEELING

Analyzing literary characters, composing poems, discussing attitudes, role-playing, storytelling, or disagreeing are clear-cut means whereby teachers involve students in emotional expression. Dealing with feelings occurs in studies of language and word usage or with classroom topics like denotation/connotation, euphemisms, exclamations, and the emotional or empathic power of words in human interaction.

In the Master List of Competencies for this domain and its lessons, students communicate and respond to attitudes, values, or emotions. Students are given rich opportunities to foster skills in conveying the emotive power, beauty, and delicacy of language.

INTRODUCTORY STATEMENT: IMAGINING

Creative problem-solving, dramatizing, fantasizing, storytelling, speculating, role-playing - are some obvious means teachers can use to engage students in a host of imaginary worlds. Inventing and participating in such worlds has one aim - to cultivate student fluency of words, ideas, non-verbal and figurative language. Since Socrates, this has been a teacher goal.

In contrast to informing, the imagining function underscores a novel transaction between sender and audience. More importantly, it is metaphoric thinking whose intent is divergent, self-expressive, and often poetic.

This image-making function taps the common student-teacher resources of literature and media, personal imagination and experience. The Master List of Competencies for imagining and its lessons promote greater verbal and non-verbal fluency as students use, appreciate, invent, and participate in many creative forms.

INTRODUCTORY STATEMENT: RITUALIZING

"Good morning, class! I am your teacher. Excuse me for being five minutes late."

"Good morning, teacher! We're glad you arrived."

"Really, class? Then, let us begin."

This simple example of ritual begins with its role expectations, familiar symbols, predictable responses, social amenities, and effective participation. In fact, ritualizing is useful because it helps us to predict the behavior of others, establish comfortable responses, and give order to our lives. The communicative skills akin to ritualizing can develop most comfortably in English/communication classes. While the amenities which maintain social relationships and facilitate interaction occur throughout each day, classroom settings can enhance student proficiency in this function.

Frequently, practice in ritualistic behavior surfaces in lessons on job interviews, panel procedures, dialogue, recitation, class participation, formal addresses, and structured speech assignments. Teachers can and do assist students in confidently recognizing, initiating, and responding to such socializing acts. In addition, teachers move students to step outside these settings, analyze them, and then engage in their requirements of ritual. This metalinguistic awareness receives added coverage

in these capsules whose ritualistic competencies enable students to concentrate on using, indeed refining social communicative skills.

INTRODUCTORY STATEMENT: CONTROLLING

To most teachers, the term "persuasion" may be more common than controlling. Nevertheless, in English/communication class, students read editorials, write argumentative essays, debate issues, and critique advertisements. Also, they examine lines of reasoning or propaganda devices in speeches, and analyze messages containing ethical, logical, and pathetic proofs as found in print and non-print sources.

Daily communicative behavior supplies even more evidence of controlling. From parental commands to legal warnings, from written contracts to justification of one's personal actions, the instances of controlling are frequent.

The Master List of Competencies and its lessons for controlling prompt student facility with audience appeals, special persuasive strategies, different proofs, and finally evaluation of the message.

MASTER LIST

ALTERNATIVE CURRICULUM DESIGN IN ENGLISH/COMMUNICATION FOR GRADES 9 AND 10

I. INFORMATIVE COMPETENCIES

A. Basic Analysis

1. Analyzing the topics* of informative discourse
2. Determining informative purpose (in the light of subject, audience, and occasion)
3. Distinguishing between relevant and irrelevant information
4. Distinguishing between fact and inference

B. Discovering Information

1. Analyzing self as an informative source
2. Securing information from others
3. Finding information in printed and audio-visual resources

C. Main and Subordinate Ideas

1. Recognizing and using basic structures (introduction, body, and conclusion; beginning, middle, and end)
2. Identifying main ideas in messages as initiator and recipient
3. Recognizing and utilizing variable patterns of organization (chronological, logical, analogical, spatial, rank-order, cause-effect, etc.)

D. The Forms of Informative Discourse

1. Presenting and following narratives
2. Presenting and interpreting descriptions
3. Presenting, interpreting, and evaluating exposition
4. Presenting and interpreting mediated and special forms

E. Establishing Closure ("After It's Over")

1. Summarizing
2. Initiating and responding to questions
3. Drawing inferences from information
4. Evaluating the effectiveness of informative communication

*Underlined words are tag words.

WHO ARE YOU?

Focus of Capsule:

This capsule is concerned with self awareness. Specifically, students will be asked to discover information about themselves and communicate the information to themselves. Part of this discovery involves the student's experiencing the many dimensions of self. Among the dimensions of self that may be experienced are the physical self, emotional self, moral self, spiritual self, intellectual self, and communicative self.

Overview of Activities:

The capsule begins with related listening and speaking activities. First, students will listen and respond to a series of forced choices designed to help students discover the dimensions of self. The speaking activity requires students to verbalize to the teacher how some of the forced choices create a description of a specific dimension of self. Students then read "survival" literature and write journal entries describing personal reactions to a life-threatening situation. While these activities should help students to discover and describe the physical, emotional, moral, spiritual, and intellectual self, the final activity provides an opportunity for students to evaluate their communicative selves and set goals for improvement in each communication skill area.

LISTENING ACTIVITY: WHO AM I?

Primary Competencies Developed:

D. The Forms of Informative Discourse.

2. Presenting and interpreting descriptions.

E. Establishing Closure ("After It's Over").

3. Drawing inferences from information.

Learning Objective:

Given a series of orally presented forced choice descriptors, students will attend to, interpret, evaluate, and select items that appropriately describe dimensions of themselves.

Description of Activity:

Students will write on a blank paper, the numbers 1 through 20. As the teacher reads from a prepared list of forced choices, the students will select those words or objects best describing themselves. This list can be teacher- or student-generated, or it may be adapted from any number of such exercises found in Values Clarification by Simon, Howe, and Kirshenbaum. Items should concern elements of the physical, emotional, moral, spiritual, and intellectual self. For Example:

I am most like...

	Plant	Animal	Car	Geographical Place/Setting
1.	Wildflowers	Hawk	Chevrolet	Wisconsin Prairie
2.	Rose	Mouse	Cadillac	California Desert
3.	Weed	Bear	Volkswagen	Colorado Mountains
4.	Daisies	Perch	Toyota	Virginia Valley

The teacher has the option of repeating the four choices just once, but the aim here is to develop attention skills, interpretative skills, self-evaluation skills, and selection skills.

Class Discussion Probes:

D-2 Descriptions.

1. What objects or symbols have persons, cultures, or advertised products used to describe themselves?

2. After a list is made on the chalkboard, students may respond to: What special qualities of characters do these examples show?

3. What are some advantages to describing oneself through objects? Like plants, animals, cars, etc.

4. What are some disadvantages to forced choices?

5. What object or symbol not offered as a choice would you use that describes you better?

6. Given complete freedom from the choices in this activity, what object(s) or symbol(s) would you now pick which would describe you more accurately?

7. What are some different and more effective ways to describe oneself?

E-3 Inferences.

8. Try to verbalize what a specific descriptor means to you in your self-analysis. How does this differ from another student's interpretation of the term? Why do different interpretations occur?

9. What inferences did you make about specific terms in order to get them to fit "you?"

SPEAKING ACTIVITY: WHAT DESCRIBES ME BEST?

Primary Competency Developed:

D. The Forms of Informative Discourse.

2. Presenting and interpreting descriptions.

Learning Objective:

Given a series of forced choice descriptors, students will be able to present an oral summary of how the terms describe a dimension of the physical, emotional, moral, spiritual, or intellectual self.

Description of Activity:

Each student will: 1) select a dimension of self (intellectual, spiritual, moral, physical, emotional); 2) identify the forced choice descriptors that reflect this dimension of self; and 3) explain how and why the terms describe this dimension of self. The major concern is whether the students can verbalize why their choices were appropriate for themselves. This should not be a public sharing, but a private student/teacher conference. The teacher should not evaluate the content, but encourage the student to explain the interpretation, evaluation and decision process that led to specific choices.

Class Discussion Probes:

D-2 Descriptions.

1. How do you define or interpret each term you selected?
2. Why is that term representative of you? Can you cite specific examples of your behavior that correlate with your definition of the term?
3. Are you uncomfortable discussing this with your teacher? Why or why not?
4. When and where have you found it easiest to tell others about yourself? Describe the people, setting or conditions, which helped you to be open and honest about yourself.
5. Have you ever shared a description of this "self" with others? Who? When? Where? If not, why not?
6. Did you discover anything new about yourself? Why?

READING ACTIVITY: OTHERS IN PERIL

Primary Competency Developed:

D. The Forms of Informative Discourse.

1. Presenting and following narratives.

Secondary Competency Developed:

C. Main and Subordinate Ideas.

2. Identifying main ideas in messages as initiator and recipient.

Learning Objective:

After reading non-fiction "survival" literature, students will be able to describe the thoughts and emotions of the author as he or she faced a life-threatening situation.

Description of Activity:

The students will read selected works or excerpts written by people when their survival was threatened. The non-fiction work Survival, the diary of explorer Richard Scott, the writings of Admiral Byrd, or the Journals of Lewis and Clark are excellent examples of this form.

Class Discussion Probes:

Primary Competency:

D-1 Narratives.

1. Why did the authors choose to write when their lives were in danger?

2. How would you describe the form of writing they chose?

3. What forms of writing could they have chosen? Would they have been as effective?

Secondary Competency:

C-2 Main Ideas.

4. What information did the writers reveal about themselves? What elements of the physical, emotional, spiritual self are revealed?

5. What strengths or weaknesses of character are revealed by the authors?

6. How did the writers cope with possible peril?

7. Imagine that you are writing a newspaper headline announcing this survival crisis. What headline would you choose?

8. What details or techniques used by the authors helped to increase your reading interest?

9. How would you feel or react if you were in this survival situation?

WRITING ACTIVITY: SELF IN PERIL

Primary Competencies Developed:

D. The Forms of Informative Discourse.

2. Presenting and interpreting descriptions.

B. Discovering Information.

1. Analyzing self as an informative source.

Learning Objective:

The students will be able to write a journal or diary entry describing personal reactions to a life-threatening situation that will reveal elements of the physical, emotional and/or spiritual self.

Description of Activity:

Students will write a journal or diary entry as if their lives were in immediate danger. As a pre-writing activity, the class may brainstorm situations which could be disastrous. Students should select a major event, supporting details and the emotional tone they wish to convey. Students should describe reactions that reveal aspects of their physical, emotional, and/or spiritual selves.

Class Discussion Probes:

D-2 Descriptions.

1. What figures of speech and expository materials were useful in building your description? What passages are particularly vivid and exciting?

2. What form did you follow in writing? Were you happy with it? How might it be improved?

B-1 Analyzing Self.

3. What pre-writing thought processes did you engage in? Describe your process of writing and self-analysis.

4. What questions did you ask yourself as you proceeded?

Audience Context:

1. How would you change the content and form of your writing for an audience besides yourself?

2. Are you pleased with your writing? Why? Why not? Does it speak to you?

FINAL ACTIVITY: EVALUATING THE COMMUNICATING SELF

Primary Competencies Developed:

E. Establishing Closure ("After It's Over").

2. Initiating and responding to questions.

4. Evaluating the effectiveness of informative communication.

D. The Forms of Informative Discourse.

3. Presenting, interpreting, and evaluating exposition.

Learning Objective:

Given self-evaluation tools, the students will develop a personal communication profile and prepare a set of goals for improvement in reading, writing, speaking, and listening.

Description of Activity:

Provide each student with self-evaluation tools in reading, writing, speaking, and listening.* After students have had an opportunity to evaluate their communicative selves, they will prepare a set of specific learning goals for reading, writing, speaking, and listening. In conference with the teacher, the goals will be discussed and revised, if necessary. Maintain a file of the goals statements and work of each student. A periodic review of the students' progress toward goal attainment is advised.

Class Discussion Probes:

E-2 Questions. AND E-4 Evaluating.

1. Did you have trouble answering the questions? Why?

2. What elements of personal experience did you use as a basis for drawing conclusions about your communication skills?

D-3 Exposition.

3. What elements are important for setting realistic goals? What form should a "goal" follow?

4. Why did you select the goals you did?

5. Are your goals realistic? Really important to you? Are you willing to work toward them?

*See appendix.

WORK TOGETHER, LEARN TOGETHER

Focus of Capsule:

Rather than simply falling into a job by chance, students should have the opportunity to explore various worlds of work so that they may make a career choice based on their special interests, abilities and preferences. They need both time and directed goals for this exploration, or the many possible career choices available to them will remain shrouded in mystery. This unit is designed to help students take beginning steps towards defining how they feel about work, their future, their strengths and how others forged a career through a lifetime.

Overview of Activities:

The capsule begins with a reading/research activity designed to provide students with an opportunity to look into how to find employment and how to prepare documents appropriate for a job search. Then students work on writing resumes, letters of inquiry and introduction, and filling out job applications. A listening skill-building activity, shadow-speaking, follows which helps students identify problems in concentration, feedback, and memory in the listening process. Finally, based upon previous research in careers and finding employment and the lessons learned from the listening activity, students participate in role-played job interviews that highlight the most important dyadic encounter students will have as they search for employment.

READING ACTIVITY: EXPLORING THE WORLD OF WORK

Primary Competencies Developed:

B. Discovering Information.

3. Finding information in printed and audio-visual resources.

D. The Forms of Informative Discourse.

3. Presenting, interpreting, and evaluating exposition.

Learning Objective:

The students will be able to find and read suitable references on how to land a job.

Description of Activity:

Pair up the class randomly. Each pair will be assigned to research a particular aspect of how to get a job. Materials can be found in books, pamphlets, magazines, and through interviews with personnel managers, job placement specialists, resume preparation specialists, etc. Each pair should prepare an outline of the information gathered and compile a vocabulary list of new terms and definitions they encountered in their research. Each pair should present an oral report to the class on their findings.

Class Discussion Probes:

B-3 Finding Information.

1. Did you find much information on your topic? Why or why not?

2. What source gave you the best specific details/information on that topic?

D-3 Exposition.

3. What new vocabulary did you encounter as you read about your topic? Did this create problems for you as you read?

4. What do you believe is the most interesting aspect of your topic? Were you surprised by anything?

WRITING ACTIVITY: APPLYING FOR A JOB

Primary Competency Developed:

D. The Forms of Informative Discourse.

4. Presenting and interpreting mediated and special forms.

Learning Objective:

The student will be able to write a letter of inquiry, letter of introduction, resume and a job application that would be acceptable to an employer.

Description of Activity:

Working in pairs, each student will write a letter of inquiry, letter of introduction, resume, and fill in a job application for a specific job. When these are completed, the partners will review this material and provide feedback on the suitability of the written material. Students should be carefully coached on what employers are looking for in these items so they will respond appropriately. Students should be graded not only on how well they prepare the items, but also on how realistically they respond to their partners' work.

*The teacher may also have students write to request job application forms as part of the assignment.

Class Discussion Probes:

D-4 Mediated and Special Forms.

1. What goes into a letter of inquiry, introduction, resume? What are employers looking for as they read them?
2. What will make your letter, resume, or job application stand out from the others?
3. Why do you think neatness and mechanics are so important?
4. What was the most difficult thing about preparing job related materials?

LISTENING ACTIVITY: LISTEN MY CHILDREN AND YOU SHALL HEAR

Primary Competency Developed:

E. Establishing Closure ("After It's Over").

1. Summarizing.

Learning Objective:

Given two different messages being heard simultaniously, the students will be able to concentrate on each message and repeat each message quickly and accurately.

Description of Activity:

Listening is a complex skill. This activity incorporates a skill-building test that highlights listening problems related to concentration and memory.

Shadow Speaking - The teacher should plug the audiotapes from two tape recorders into a headphone set. Each ear should be plugged into a different tape recorder so the listener hears a different tape in each ear. The activity begins by having a student put on earphones and turn on the tape recorders. The teacher will instruct the student to "shadow speak" (repeat aloud what is being said on the tape as it is being said) - concentrating on one ear at a time. The teacher will indicate by pointing which ear the student should concentrate on (and thus which tape the student should "shadow speak"). The teacher should begin by allowing the student about 15 seconds per ear. Then the teacher should switch back and forth quickly from ear to ear. Toward the end of the activity, the switches should be made at 3-4 second intervals.

This activity can be done as a whole class or small group activity depending on facilities. One or more students can be processed simultaneously. Students do enjoy watching this process. Each student should have several opportunities to do the activity.

Class Discussion Probes:

E-1 Summarizing.

1. What did you have to do to "shadow speak" successfully?

2. As you watched persons shadow speak, what did you see? Describe what happened from the perspective of a spectator.

3. Why was this a difficult task?

4. Do you ever have to switch concentration on different incoming messages? Do you experience the situation of multiple oral message stimulation in everyday life? How do you react?

5. What implications does this have for us in terms of effective listening? (I.e., identifying what you need to listen for to determine what is relevant. Identifying your purpose in listening.)

6. Can you remember what each taped message said? Why or why not? What implications does this have for us as we look to developing some guidelines for listening during job interviews?

7. Would you expect note-taking to help or hinder listening? Why or why not?

8. What guidelines can you develop for listening concentration, memory, and summarizing based upon this experience?

SPEAKING ACTIVITY: THE JOB INTERVIEW

Primary Competency Developed:

E. Establishing Closure ("After It's Over").

2. Initiating and responding to questions.

Learning Objective:

Given a role-played job interview situations, the students will be able to ask and respond to questions appropriately both as interviewer and interviewee.

Description of Activity:

Students will role play the part of an interviewer and then "exchange roles" and become the interviewee in a job interview situation. The roles should be assigned several days in advance so students are familiar with their roles, can create good questions to ask, and can think over appropriate behavior, dress, and social amenities. This activity is especially valuable if video-taped, so students can view themselves in the speaking situation and evaluate the effectiveness of their communication.

Class Discussion Probes:

E-2 Questions.

1. Was the appearance of both interviewer and interviewee appropriate? Why or why not? Is dress and appearance important?
2. Was the interviewee poised and confident? What verbal and non-verbal behaviors indicated this?
3. Were the questions asked good questions? Did they seem to provide enough information to go on? Were the responses adequate?
4. What elements of message delivery need to be improved?
5. How could questions be answered better?
6. What should a job applicant do to prepare for an interview?
7. What should an employer do to prepare for an interview?
8. Did the participants appear to be prepared?
9. Can you evaluate the listening behaviors of the participants?

TO GROUP OR NOT TO GROUP: THAT IS THE QUESTION

Focus of Capsule:

The superiority of group process for gathering, processing, and disseminating information in non-emergency situations has been well documented. High school students will often be called upon to work in groups for these purposes in academic and non-academic situations. Thus, the focus of this capsule is on developing small group communication skills as they relate to gathering, processing, and giving information. The subject of the small group project is work vs. leisure activities. This topic coordinates nicely with the career orientation of the dyadic and public capsules of the informing unit.

Overview of Activities:

As the unit begins, the teacher will divide the class into small groups of 4-5 people. All activities will be done within the small groups. The major concluding activity of the capsule will be a panel discussion. Each group will present a formal panel discussion that is designed to provide information about a specific work/leisure issue for the whole class. In preparation for this activity, the groups will have to 1) select a topic area, 2) prepare a bibliography on the topic, 3) divide research responsibilities, 4) read resources, 5) prepare annotations of the entries, 6) prepare an agenda for the panel discussion, 7) present the discussion, and 8) listen attentively and critically during group time and during class presentation.

READING ACTIVITY: READ UP ON LEISURE

Primary Competencies Developed:

A. Basic Analysis.

3. Distingusihing between relevant and irrelevant information.

B. Discovering Information.

3. Finding information in printed and audio-visual resources.

Learning Objective:

The student will read for information in non-fiction books and articles.

Description of Activity:

Divide the class into groups of 4 or 5. Each group should select a topic in the area of work/leisure that will be the topic of a panel discussion. The teacher will want to help lead the students in this direction by providing some examples and help groups understand the brainstorming process.

Each group will later present a panel discussion to the class that will last from 15-20 minutes. The purpose of the panel discussion is to provide the audience with information about a work/leisure time issue. The teacher should encourage the groups to avoid controversial topics. Possible topics might be: The importance of planning for leisure time; turning an avocation into a vocation; how to plan an ideal vacation; how to select a career, etc. The topics should require research and lend themselves to development of a reasonable reading list. Moreover, the topic should be of interest to the group and the class as a whole. (Class time should be provided for groups to decide on a topic, select a leader, work on an annotated bibliography, prepare an agenda, and plan the panel presentation.)

The first activity is to read for information on their topics: Each student in each group will read a non-fiction article(s) and/or book(s) about their topic. The group will have to divide the reading responsibilities.

The students will need to take appropriate notes to meet requirements of an annotation and the panel discussion.

Class Discussion Probes:

A-3 Relevant and Irrelevant.

1. What was the main idea of each work?

2. How was the book or article organized: Spatially? Topically? Chronologically? Do certain topics lend themselves to specific types of organization?

B-3 Finding Information.

3. Was this a useful source of information for you? Why or why not?

4. Is there some way to save time in the future in finding information like this?

WRITING ACTIVITY: NOTES ON A SOURCE

Primary Competencies Developed:

C. Main and Subordinate Ideas.

2. Identifying main ideas in messages as initiator and recipient.

E. Establishing Closure ("After It's Over").

1. Summarizing.

4. Evaluating the effectiveness of informative communication.

Learning Objective:

The students will be able to summarize main ideas and utilize editing skills to prepare an annotation about a source.

Description of Activity:

Each student in each group will write an annotation for at least one resource used in the reading activity to gather information for their panel presentation. The annotation should summarize the main ideas of the reference and include one or two sentences that evaluate the reference. Each group will compile the annotations and prepare the annotated bibliography for typing, reproduction, and distribution to the class during their panel discussion. This production requirement will require careful editing by the group of each entry.

Class Discussion Probes:

C-2 Main Ideas.

1. How did you decide what the main ideas were?

2. How did you select the material to be included in annotation?

E-1 Summarizing.

3. What was hard about writing only one short entry describing the whole book or article?

E-4 Evaluating.

4. Do you feel your annotation would interest you in reading the book or article?

5. From your annotation is the content of the book or article really clear?

SPEAKING ACTIVITY: AND NOW: PRESENTING...!

Primary Competencies Developed:

A. Basic Analysis.

3. Distinguishing between relevant and irrelevant information.

C. Main and Subordinate Ideas.

1. Recognizing and using basic structures (introduction, body, and conclusion; beginning, middle, and end).

E. Establishing Closure ("After It's Over").

2. Initiating and responding to questions.

4. Evaluating the effectiveness of informative communication.

Learning Objective:

The students will be able to organize and participate in a panel discussion.

Description of Activity:

Before the students can complete the panel discussion, several concepts will need to be taught: What is a discussion? What are the responsibilities of group participants? What is appropriate/inappropriate small group behavior? How do groups make decisions? What is a leader's function? What is an agenda? How does a group set an agenda? How does a group prepare and present a formal panel discussion? (The teacher may need to go to resources on small group discussion.) If the groups have trouble with any of the small group processes identified above, the teacher should incorporate some extra small group activities that can be found in Stanford and Stanford. Learning Discussion Skills Through Games.

Each group will present a panel discussion to the class that will last from 15-20 minutes. The purpose of the panel discussion is to provide the audience with information about a work/leisure time issue.

The panel discussion should be well organized. Students can organize the presentation in whatever way is appropriate for the topic. The leader

should ask questions, summarize, and synthesize as the discussion proceeds. All group members should participate equally. The presentation should not simply be a series of reports. Group members should ask each other clarifying questions and help the leader to encourage equal participation. Questions from class should be encouraged at the end of the presentation.

Class Discussion Probes:

A discussion should follow each panel's presentation. A final evaluation of the entire project should follow the last presentation.

A-3 Relevant and Irrelevant.

1. What were the particular problems you ran into in deciding what to include and what to drop in your presentation?

C-1 Basic Structures.

2. What organizational structure did your group finally settle on for the presentation? Why?

E-2 Questions.

3. Did any of the questions that came up surprise you? Why?

E-4 Evaluating.

4. What do you feel was most effective about your presentation?

LISTENING ACTIVITY

Primary Competency Developed:

C. Main and Subordinate Ideas.

2. Identifying main ideas in messages as initiator and recipient.

Secondary Competency Developed:

E. Information Processing Skills.

4. Evaluating the effectiveness of informative communication.

Learning Objective:

The student will listen to panel discussions to recall the main ideas presented, and evaluate the effectiveness of the message presented.

Description of Activity:

Students will listen to the panel discussions presented. Each student will be required to write one question concerning each presentation and to hand the questions in. The question may be a clarifying question or an evaluative one. The class will then discuss what they felt were the strong points of the panel's presentation, and recommend one possible improvement for each. After all the discussions have been completed, the teacher will prepare a quiz from the questions submitted, focusing on the main ideas of each discussion.

Class Discussion Probes:

Primary Competency:

C-2 Main Ideas.

1. What were the main ideas the group discussed? How do you know that?

2. What examples or specific details do you remember?

3. What clarifying questions were asked? Did they help you to better understand?

Secondary Competency:

E-4 Evaluating.

4. Which discussions were most effective? Why?

WHAT COLOR IS YOUR PARACHUTE?

Focus of Capsule:

This capsule is concerned with students gathering and sharing objective information about careers. Students will discover the many dimensions of careers. Such dimensions may include required job skills, working conditions, benefits, salary, and future.

Overview of Activities:

This capsule begins with student researching and reading objective sources of career information. Reading selections will center on a career or job which interests each student.

After reading, students will write a two-paragraph theme focusing on a career/job which has been researched. The speaking and listening activities enable students to share and to respond to objective information with a larger audience.

READING ACTIVITY: WHAT'S IN A JOB?

Primary Competencies Developed:

B. Discovering Information.

3. Finding information in printed and audio-visual resources.

D. The Forms of Informative Discourse.

3. Presenting, interpreting, and evaluating exposition.

Learning Objective:

The students will be able to find and accurately process information on careers.

Description of Activity:

The students will read a variety of non-fiction career/job literature that describes the required training, skills, job benefits, salary, work conditions and future prospectus for specific careers. Students are encouraged to seek out sources in addition to the public library.

Some basic research skills initiated in the 9th grade can be utilized here as the student explores his/her job or career choices. Besides library information, a variety of other print material available from state job service offices, school counselors, union, and professional organizations should be suggested to students who can pursue by letter or phone such additional sources.

Class Discussion Probes:

B-3 Finding Information.

1. What basic kinds of information is available about jobs or careers of interest to you?

2. Is the form of such information useful to you?

3. How could job information be made more available to you?

D-3 Exposition

4. What specific details did you discover about the career or job of your choice?

5. What type of people are likely to succeed in this career? Why? What skills are necessary?

6. Where are jobs usually found in this career?

WRITING ACTIVITY: WHAT'S YOUR JOB LIKE?

Primary Competency Developed:

D. The Forms of Informative Discourse.

3. Presenting, interpreting, and evaluating exposition.

Learning Objective:

The students will write a two-three paragraph theme that identifies the most important details of their selected career or job.

Description of Activity:

Pre-writing Activities:

1. The teacher initiates a class discussion whereby students indicate the major patterns of career information they found in their readings.
2. Six to ten major patterns are summarized or listed on the chalkboard.
3. Students offer conclusions about how they normally experience such information.
4. Teacher and students decide on possible organizations for the assigned 2-3 paragraph theme: Sample thematic organizations may include:

   I. My Career Background Information

   II. My Career Future

   I. My Career - Facts

   II. My Career - Reactions to the Facts

5. Some form of outlining or organizing should be illustrated and discussed including the option that any student may develop his/her own form of organization.

The Writing Assignment:

The student will write a two-three paragraph informative theme centering on the major job/career facts collected. Instruct students to use ideas and possible formats generated in the pre-writing activities. Students may use any format they find helpful, but it's important to emphasize a definite two or three part organization for the themes.

Evaluation:

Before the teacher collects any themes, divide the class into theme evaluation groups of two-three students. Papers are exchanged within the group, and each student listens to someone else read his/her theme aloud. Proofreading and editorial changes must be made before the final draft is handed in to the teacher. Time should be devoted in class to teacher suggestions and mini-conferencing.

Class Discussion Probes:

D-3 Exposition.

1. How did you organize your career information?
2. What other forms of organization could you have used for your theme? What form did you choose?
3. How effective was your format? Did it communicate with the other members of your "read-aloud" group?
4. What suggestions would you make to writers of factual information?

SPEAKING ACTIVITY: TELL US ABOUT YOUR JOB

Primary Competency Developed:

D. The Forms of Informative Discourse.

3. Presenting, interpreting, and evaluating exposition.

Learning Objective:

The student will present a four-five minute informative speech that has an introduction, body, conclusion and provides career information to a specific audience.

Description of Activity:

Each student will tap his/her background information and his/her written paragraphs as aides in developing a 4-5 minute informative speech. The audience for this activity should be thought of as larger than just the class. A public setting such as a school assembly, career day presentation, or luncheon factual address to a business, civic, or social organization can be suggested as potential audiences. Such audiences would be supportive of young people pursuing career information or experience. Students could be competing for an opportunity to speak before these groups.

Each student will focus on adapting his/her presentation to a selected public audience, which s/he names and then delivering an organized 4-5 minute informative speech. The audience is free to ask questions after the talk. Unanswered queries are recorded by a student, and the speechmaker may need to re-research an answer to discover and report back the information to the class or public audience.

Class Discussion Probes:

D-3 Exposition.

1. How did you organize your speech? Which pattern or organization seemed most appropriate for your purpose and topic?

2. What changes did you make from your reading and writing activities to make the factual information fit your speaking goal?

3. What delivery techniques (gestures, movement, special aids) did you use to make your speech more effective?

4. Were you satisfied with your presentation?

5. What did you do to adapt this speech to the specific audience you identified? Why?

6. How did you enhance your credibility in the introduction?

7. What appeal did you use to motivate the audience to listen?

8. What was the purpose of your speech?

9. How would you evaluate your use of expository material?

10. Were both elements of a conclusion included in your speech?

11. Did you use internal summaries and transition devices well?

LISTENING ACTIVITY: LISTEN TO LEARN ABOUT JOBS

Primary Competency Developed:

E. Establishing Closure ("After It's Over").

1. Summarizing.

2. Initiating and responding to questions.

4. Evaluating the effectiveness of informative communication.

Learning Objective:

Given a student-presented informative speech on careers, the students will be able to attend, interpret, evaluate and respond to the message appropriately.

Description of Activity:

The students will listen to each informative speech without taking notes. After each speech the students will be required to respond, in writing, to the following questions intended to test attention, comprehension, and retention of the information presented:

1. What attention-getting device did the speaker use?
2. What was the subject of the speech?
3. What were the major ideas presented?
4. How did the speaker organize his/her talk?
5. How did s/he conclude his/her presentation?

Students should also be asked to respond to evaluative questions about each speech:

1. Was the attention device effective? Why or why not?
2. Was the speech easy to follow?
3. Was the conclusion effective?
4. Was the speaker successful in meeting the intended purpose of the speech? Why or why not?

This type of an activity should accompany all formal speech presentations in the classroom.

Class Discussion Probes:

E-1 Summarizing.

1. What problems did you encounter as you tried to remember and summarize the main ideas of each speech?

2. If you forgot something in a speech, what can you attribute this to?

E-2 Questions.

3. Did you listen differently because you knew that you would have to answer specific questions about the speech? How?

E-4 Evaluating.

4. What criteria did you use to evaluate the speech?

5. What, besides good criteria, is essential for accurate and effective evaluation of a speech?

10th Grade
Informating
Mass Communication

MAN BITES DOG - THAT'S NEWS!

Focus of Capsule:

The capsule's focus is on how language is adjusted to fit a variety of media needs as stories receive newspaper, magazine, radio and television coverage. One's point of view is affected by what is seen and to whom one communicates.

Overview of Activities:

Reading activities begin the capsule as students read news stories from a variety of sources to develop a consciousness, first, of what is covered in the news and then of how different facts are emphasized for different audiences. Next, news magazines are examined and evaluated through small group work leading to a panel discussion. TV and radio news is assessed through a listening activity and then the capsule ends with students writing their own news stories for a variety of media and audiences.

READING ACTIVITY: EXTRA! EXTRA!

Primary Competencies Developed:

A. Basic Analysis.

2. Determining informative purpose (in the light of subject, audience, and occasion).

D. The forms of Informative Discourse.

4. Presenting and interpreting mediated and special forms.

Learning Objective:

The student will learn to read news stories to answer the "Four W's and One H" questions and the point of view of the author.

Description of Activity:

Begin this activity by reading the Blind Men and the Elephants. A discussion of perception or point of view, or "what is news," and of "how does news inform" should follow the reading.

Have the students bring in newspaper articles that illustrate the nature of news. (The instructor might show a film such as Critical Thinking: Making Sure of the Facts to help students understand the nature of constructing news.) We are looking at news reporting as informative and thus objective. Discussion of the articles should focus on the what, where, when, why, and how format and the inverted pyramid format of news reporting. The instructor should also present several articles that report on the same happening or event. A variety of points of view should be - accounts from local, state, regional morning and evening for example. Have students listen to a report on radio or TV about the event as well. Discussion should focus on comparison and contrast of content and writing styles.

Class Discussion Probes:

A-2 Purpose.

1. What purposes did the different articles/shows have in reporting the stories?

D-4 Mediated and Special Forms.

2. Contrast the organization of details in the stories. What things were same/different? What did differences in placement of details imply?

3. How was the omission of details significant?

4. When you contrast these news stories to what you hear on TV, what differences can you detect?

5. What does "timeliness" of news mean? How does it affect the final news report?

6. How does audience and type of paper affect selection and organization of details in the news article?

7. What are the implications for you as a reader/listener to news?

8. Is an objective news story possible?

9. Summarize the factors which will affect selection and organization of details in a news story.

As a concluding activity to this section, have students write short news items which force them into changing points of view. For example, write a paragraph on Homecoming or some other traditional aspect of high school life as if you are 1) an enthusiastic supporter, 2) someone who feels he/she does not have a part in the situation, or 3) someone who goes to the event just because it's "the thing to do." Have students write the article for the "official" school paper, an underground student paper, the local weekly, a local daily, and regional paper, etc.

SPEAKING ACTIVITY: REPORTING ON THE MEDIA

Primary Competencies Developed:

A. Basic Analysis.

2. Determining informative purpose (in the light of subject, audience, and occasion).

D. The Forms of Informative Discourse.

4. Presenting and interpreting mediated and special forms.

Learning Objective:

The student will be able to find and organize information for a panel presentation.

Description of the Activity:

The students will be working in small groups to read and assess a news magazine for how the editors treat a topic. The eventual goal is a panel discussion where each group will present a report and entertain questions from the class on the news magazine.

First: (View and discuss the filmstrip Know What I Mean: Fact, Opinion, Slanting, if possible.)

Put students in groups of 3. Have each group prepare a written account of a recent party. Then have them rewrite it, but delete important words. Exchange accounts with other groups. Have groups fill in the blanks with words that are appropriate for three audiences: friends, parents, police. Compare the original reports and the words selected for the different audiences. Discuss the implications of the activity for the newsmagazine analysis.

Following these activities, each group should formalize a set of questions they will use to assess the report on their news magazine, such as:

1. What kind of audience does this magazine appeal to? How can you tell?
2. What kinds of subjects are treated? How are news stories selected?
3. How objective are the major news stories? Compare/contrast treatment of a news story in several magazines?

4. If one wanted to know what is going on in the world, nation, state, would she/he read this magazine regularly?

5. How do articles in magazines differ from those in newspapers? Why?

Group Activity: Prepare and present a panel discussion that reports on the news magazine they studied. Each student in the group should participate in the presentation.

Class Discussion Probes:

A-2 Purpose.

1. What would you say the overall purpose of this magazine's editors is? Why?

2. How "successful" is the magazine, in your opinion? Why?

D-4 Mediated and Special Forms.

(See questions used to assess magazine, as above.)

LISTENING ACTIVITY: TV NEWS ANNOUNCERS AND THEIR STYLE

Primary Competencies Developed:

B. Discovering Information.

3. Finding information in printed and audio-visual resources.

D. The Forms of Informative Discourse.

4. Presenting and interpreting mediated and special forms.

Learning Objective:

The student will be able to identify differences in details and purposes of news coverage by news media.

Description of Activity:

(As a pre-discussion and listening activity, the film TV News: Behind the Scenes should be shown. This film will give the students an appreciation of what goes into news reports they will be asked to listen to and evaluate. Or have an outside speaker come in from a local radio/TV station to discuss how the evening news is produced.)

The instructor will assign students to listen to a variety of television and radio news broadcasts including local and national news, and a program such as Sixty Minutes. While listening, the student should keep a log of what is covered in the broadcasts and jot down words which indicate an opinion on the part of the speaker/writers, as well as the attitude it seems the listener is expected to develop. With each type of story, the student should notice the amount of information given to the listener. Compare the type and amount of information given on a program like Sixty Minutes with a news broadcast.

Class Discussion Probes:

B-3 Finding Information.

1. What specific information details were presented in one broadcast and not in another?
2. What "opinion" words did you note?
3. What outside forces affect your listening?
4. What language did you notice announcers using? Who is more informal: radio or TV announcers?

5. How did you screen information to decide what was relevant or irrelevant?

D-4 Mediated and Special Forms.

6. For any one coverage: what attitude did it seem the listener was supposed to develop? Why do you say so?

7. Who is more accurate and/or thorough - radio, TV announcers?

8. How do the visual requirements of TV affect the selection and organization of news stories within a news broadcast? How does it affect the reporting of an event?

9. How do time requirements of TV and radio affect news reporting? Do you get complete information on radio/TV news?

10. What function do stories on a TV news magazine like 60 Minutes or 20/20 serve?

11. What else do you need to know about an event or happening to have the complete story?

WRITING ACTIVITY: WRITING FOR THE MEDIA

Primary Competency Developed:

D. The Forms of Informative Discourse.

4. Presenting and interpreting mediated and special forms.

Learning Objective:

The student will learn the conventions of writing for the news media.

Description of the Activity:

As a culmination of this capsule, the student will be asked to write several different types of news stories which deal with the same topic. The important aspect of this assignment is to keep in mind the various approaches to news that have been previously learned. In addition, the form for writing each report should be presented to the students.

Suitable topics might be drawn from school or community life shared by most students. Each student should compose a newspaper story (school, local, or metropolitan), a local television report and a radio report all on the same topic. Give students a precise time limit for the radio and TV stories, i.e., a 30 second, 45 second, or 1 minute story. Have the students tape record the radio reports and videotape the TV report, complete with graphics and pictures if possible. The newspaper article should also include either a picture or an explanation of what type of picture (if any) should be included with the article. Finally each student might write a paragraph evaluating how he/she had to adjust language and details, to meet the expectations of a changing audience.

Class Discussion Probes:

D-4 Mediated and Special Forms.

1. Which report allowed for the greatest detail? Why?
2. In what ways did you adjust to the audience involved?
3. What aspects of composition were difficult for you?
4. How did use of visual effects change the nature of the report?

Note: (An alternative or additional final activity would be to have groups of students research, write, and videotape a news story for a TV magazine-type show. This would, of course, be a longer project, and require research, video production, and writing skills. Time limit on the final product could be 10-20 minutes. Students should utilize graphics, on the air interviews, and reporting to create the story. This would be an excellent way to end a unit on the informing function, for it requires research, writing, speaking, reading, listening, and nonverbal skills. The students could put the group stories together and prepare a complete show - perhaps on some aspect of the community or school that could be shared with other classes and the community. Possibilities for cooperation and coordination with local TV stations could be examined. (You could make this as big or as little as you choose.)

MASTER LIST

ALTERNATIVE CURRICULUM DESIGN IN ENGLISH/COMMUNICATION FOR GRADES 9 AND 10

II. AFFECTIVE COMPETENCIES - EXPRESSING AND EMPATHIZING WITH FEELINGS

A. Analysis of Self and Others

1. Identifying the communicator's (self or others) attitudes and values
2. Determining the communicator's (self or others) emotional state

B. Analysis of the Situation in Which Feelings are Expressed

1. Inviting and recognizing the expression of feeling
2. Evaluating the appropriateness of an expression of feelings
3. Recognizing or exercising control when expressing feelings

C. Communicating Feelings

1. Expressing and attending to feelings
2. Providing and interpreting non-verbal and graphic, empathic cues
3. Inviting and providing verbal non-evaluative feedback
4. Initiating, responding to, and anticipating questions about feelings

D. Responding to Feelings

1. Providing and accepting evaluative feedback
2. Initiating and accepting the expression of positive feelings about self
3. Initiating and accepting the expressions of negative feelings about self

10th Grade
Feeling
Intrapersonal

SEEING ME - SEEING OTHERS

Focus of Capsule:

This capsule involves the student in self reflection, in expressing the impact of others on self, and in analyzing the motives of fictional characters.

Overview of Activities:

The reading and writing activities emphasize "talking to oneself." Examining diaries and journals along with creating a student journal are preludes to speaking about a special influential person. Lastly, students take a television look at character motives, reactions, and language reflective of personality. In short, the students take a look at oneself and at others as dual means towards "knowing oneself."

READING ACTIVITY: READING ABOUT SELF

Primary Competency Developed:

B. Analysis of the Situation in Which Feelings Are Expressed.

2. Evaluating the appropriateness of an expression of feelings.

Secondary Competency Developed:

C. Communicating Feelings.

1. Expressing and attending to feelings.

Learning Objective:

Student will read a number of journal type literacy pieces and determine the different styles of language used when writing to self rather than to others.

Description of Activity:

The instructor should choose either a full piece of literature, or a number of shorter pieces which present a speaker speaking to him/herself or writing to him/herself. Certainly pieces of Shakespearean soliloquy would work if the instructor wants to spend only a little time working on the literature for this capsule. If the instructor is looking for a longer piece - a full length literary piece - such works as William Butler's Butterfly Revolution would hold potential value. Robinson Crusoe might also work in this context. Essentially what should be done is exploration into how a person expresses his/her feelings to him/herself. Class discussion of the ideas in each work used, and what use the speaker/writer might make of those ideas as s/he travels back over his/her thoughts at another time should be the focus. Should the instructor desire, there would also be plenty of opportunity to use poetry as a means of expressing feeling to self. A look at poetry for this possibility would help the student later if poetry is to be used at all in journal writing, which is really the basis of the entire 10th Grade Feeling Unit.

Class Discussion Probes:

Primary Competency:

B-2 Appropriateness.

1. What freedom do writers take when writing to themselves or for their own consumption?

2. What value do you find in written self expression? In what sense is this an appropriate way to express feelings? Does it have any obvious limitations?

3. Are there any rules for journal writing? Should there be?

Secondary Competency:

C-1 Expressing/Attending.

4. Is there a difference between someone you see through a journal, and that same person when examined through his/her autobiography? Explain.

WRITING ACTIVITY: A FEELING CAN BE EXPRESSED

Primary Competency Developed:

C. Communicating Feelings.

1. Expressing and attending to feelings.

Secondary Competency Developed:

A. Analysis of Self and Others.

1. Identifying the communicator's (self or others) attitudes and values.

2. Determining the communicator's (self or others) emotional state.

Learning Objective:

The students will write for themselves as an audience for the purpose of expressing feelings openly in writing and giving themselves a beginning for fuller exploration in other forms of writing.

Description of Activity:

The journal is the core of this entire unit. Initially the instructor should use traditional journal etiquette, which means that s/he should not examine what is written in the journal unless the student requests such a reading. However, this does not free the instructor from work. The instructor's task is to motivate the student so that s/he will be willing to explore feelings thoroughly in writing. The first writings should be self-explorations with the teacher presenting situations which require the student as an observer, to examine his/her attitudes and feelings toward the situation. Suppose, for instance, the instructor stages a scene in which s/he "throws" a student out of class for supposed misbehavior. What is the reaction of the student? Have him/her write this reaction as part of the journal. If a length is not requested of students for each day, and if suggestions are not given for the student to begin thinking about before writing, the journal writing will become quite shallow and certainly very brief. The intention of this journal is to have students explore as thoroughly as possible how they feel about something and how they can communicate those feelings. Thus, some kind of staging, or pre-

liminary discussion about an issue or event, or reading to which a student might react, or viewing of a television program or film to which a student might react, is necessary before the writing act begins. These kinds of activities will provide the student with ideas for writing.

Class Discussion Probes:

Primary Competency:

C-1 Expressing/Attending.

1. What do you find yourself unwilling or hesitant to write about?
2. What kinds of freedoms in language do you find you can take when writing for yourself alone?
3. Are these the same kinds of liberties that the journal writers you have read have taken for themselves?

Secondary Competency:

A-1 Attitudes and Values.

4. In looking through your journal entries can you see your values? Can you give a specific example?

A-2 Emotional State.

5. Are there certain emotions which you feel you cannot communicate adequately?
6. What are they?
7. What kinds of words are used most frequently when expressing emotions? What parts of speech are used most frequently?

SPEAKING ACTIVITY: YOU MIGHT LIKE HIM/HER TOO!

Primary Competency Developed:

A. Analysis of Self and Others.

2. Determining the communicator's (self or others) emotional state.

Secondary Competency Developed:

C. Communicating Feelings.

2. Providing and interpreting non-verbal and graphic, empathic cues.

3. Inviting and providing verbal non-evaluative feedback.

4. Initiating, responding to, and anticipating questions about feelings.

Learning Objective:

The student will express verbally his/her emotional response to a special person and experience(s), sharing that emotion with others.

Description of Activity:

Following up on the writing activity for this capsule, students will be asked to share with the class some insight into a person who "touched" them, who had a special impact on their lives. After completing a directed-journal assignment, each student will be asked to informally tell the class about the person who was/is special to them. A time limit of two or three minutes should be set, and some guidelines mentioned:

a. Briefly explain who the person is;

b. Describe how you got to meet or know him/her/

c. In a clear example show why you found him/her unique and special;

d. Sum up how you feel about the person; and

e. Encourage other students to ask questions after you have finished.

Explain to the class that the goal here is to share with others your feelings about someone, and for the group to share the various ideas of how special someone can be, as well as the many feelings involved in human relationships.

Class Discussion Probes:

Primary Competency:

A-2 Emotional State.

1. What were some of your feelings as you spoke with the class? (This is most easily started by giving them one minute to jot down a list of what they remember feeling - then asking what turned up on various lists.)

   a. Did your feelings as a speaker change once you were underway? Why?

2. Generally, what emotions kept being mentioned as people put into words how they felt about their special person?

   a. Are there any characteristics that those special people seem to have in common?

3. How did you as a listener feel about certain people that were described? What brought out that feeling: the way the other student spoke? the details given? the depth of emotion shown?

Secondary Competency:

C-2 Non-Verbal and Graphic Cues.

4. As a speaker, what evidences could you find from observing your audience that indicated their empathy with what you said? How did this affect your presentation?

C-3 Verbal Non-Evaluative Feedback.

5. During the question period did you find any examples of verbal non-evaluative feedback?

6. Did the questions themselves include such feedback? How?

C-4 Questions.

7. What did you do to elicit questions about your presentation?

8. Could you anticipate what questions you would be asked and so prepare answers? Examples?

LISTENING ACTIVITY: HOW DO THE EMOTIONS ACT?

Primary Competency Developed:

A. Analysis of Self and Others.

2. Determining the communicator's (self or others) emotional state.

Secondary Competency Developed:

C. Communicating Feelings.

1. Expressing and attending to feelings.

Learning Objective:

The student will have to listen carefully to a television program and analyze what words were used to convey emotion, observing the context in which emotional words were used and noting when and why a character chose to speak in that way.

Description of Activity:

Each student will be asked to observe one television show, or preferably more if possible, in which the characters are faced with a problem they respond to emotionally. Since almost every TV show today centers on a problem that upsets the characters, this is easily set up. In discussing the assignment, encourage students to select a variety of shows, perhaps even with the goal of each student (or every two) seeing a different program. More than simply watching the show to see what happens, they are to focus on one of two of the central characters who are caught up in a conflict. Watching those characters intently, the student is to note:

a. What causes the character to react in an emotional way,

b. What that reaction is: verbal and non-verbal,

c. How the other character(s) react to what was said or shown emotionally,

d. What is revealed about the inner personality of the character by what s/he said and did, and

e. How the particular scenes were resolved.

It should be mentioned that in any single show there may be several scenes that involve emotions, some may be more "heated" than others, but that all of the emotions expressed are important.

Class Discussion Probes:

Primary Competency:

A-2 Emotional State.

1. Describe some of the scenes you listened to...
2. Was the character embarrassed in any way to reveal what s/he was feeling? Why? Did that affect the situation in any way?
3. What emotions were revealed in the scenes you described?

Secondary Competency:

C-1 Expressing/Attending.

4. Specifically, how did the character(s) state what they were feeling? When did this occur? Why?
5. When did the feeling expressed have an effect on the other character(s)? How did you know?
6. Is the particular character you were observing a popular one with television viewers? Why? What age group in particular identifies with the character and his/her problems? Why?

10th Grade
Feeling
Dyadic

LOVE IS NEVER HAVING TO SAY YOU ARE SORRY

Focus of Capsule:

Of concern in interpersonal relationships is how to maintain an atmosphere where the parties communicating can honestly express their emotions and empathically listen to the feelings of others. An important element in high level self-disclosure of feelings is the non-threatening, non-critical expression of angry, resentful feelings. This capsule explores ways to express and listen to feelings in an honest, non-evaluative way.

Overview of Activities:

The capsule begins with a writing activity that has students creating an "angry" letter that is never sent. The letters are shared with a neutral, third party to clarify the feelings of the writer and to role-play possible responses the receiver might have to the letter. The listening experience has students share feelings in dyads about a variety of things and practice empathic, non-evaluative listening behaviors. Finally, the class will read literature or greeting cards that express sentiment or highlight relationships. Students will discuss the methods of expressing feelings and evaluate the effectiveness of the strategies used.

WRITING ACTIVITY: ARE YOU REALLY ANGRY?

Primary Competency Developed:

A. Analysis of Self and Others.

1. Identifying the communicator's (self or others) attitudes and values.

Secondary Competencies Developed:

B. Analysis of the Situation in Which Feelings Are Expressed.

2. Evaluating the appropriateness of an expression of feelings.

C. Communicating Feelings.

4. Initiating, responding to, and anticipating questions about feelings.

Learning Objective:

The student will learn to use appropriate language that communicates effectively in an angry situation.

Description of Activity:

This activity and the one which follows will prepare students for looking, in the reading activity, at how different persons can see the same situations from different perspectives. Seeing and understanding this concept should help the student realize that emotional control is sometimes as important as emotional venting. Students will be asked to write a letter to someone with whom they have been quite angry. This letter should be outspoken and "lay the matter on the line." The letter is not to be read by the instructor; however, after it has been written, the student should discuss the content of the letter with a friend in the class or with one person in the class. The discussion should focus on whether or not the writer is justified in his/her reaction and should the letter actually be sent. Once discussion within the groups of two has been completed, each student should then write a paragraph in which s/he discusses what the final action in the situation should be and why. This paragraph, since it does not deal with the actual content of anger, should be read and recorded by the instructor.

Class Discussion Probes:

Primary Competency Developed:

A-1 Attitudes and Values.

1. Was the person who read your first paragraph able to detect why you were angry?

2. Did the person who angered you do something with which you disagreed on the basis of value?

Secondary Competencies:

B-2 Appropriateness.

3. Did you and the reader of your letter decide the letter could be sent? Why or why not?

4. Was your decision made on the basis of appropriateness of language? of topic?

C-4 Questions.

5. Were you able to anticipate what the class reader of your letter would react to?

6. Did you disagree or agree with his/her reaction to your letter? Why, why not?

LISTENING ACTIVITY: HOW I'M REALLY HEARING YOU

Primary Competency Developed:

D. Responding to Feelings.

1. Providing and accepting evaluative feedback.

Secondary Competencies Developed:

A. Analysis of Self and Others.

1. Identifying the communicator's (self or others) attitudes and values.

B. Analysis of the Situation in Which Feelings Are Expressed.

3. Recognizing or exercising control when expressing feelings.

C. Communicating Feelings.

1. Expressing and attending to feelings.

Learning Objective:

The students will listen to other students carefully and be able to restate accurately the content of what has been said; the students will also be able to ask questions to clarify information and emotions in a one-to-one situation.

Description of Activity:

This activity completes the work begun in the writing activity of the capsule. In pairs, the students will discuss those "letters-not-sent" which were prepared earlier. Each student must share his/her letter with another, either by reading it or by allowing it to be read. The second student is to decide how the receiver of the letter would have felt had s/he actually received it. The two students should then role-play a scene in which the student who wrote the letters begins by stating, "I wrote you a letter; what did you think of it?" The second student responds with what s/he thinks might be the answer on the basis of his/her understanding of the receiver of the letter. The instructor should allow enough time so that each student has a chance to play both a role as the author of a letter and as the recipient of another such letter. Upon completion of the activity have students explore in a journal entry how they felt about:

a. the incident described in the letter, and

b. the letter written about the incident.

Class Discussion Probes:

Primary Competency:

D-1 Evaluative Feedback.

1. Were you able to separate fact from opinion from feeling and respond to each area as a "recipient" of a letter?

2. Were you able to ask questions which clarified information and separated it from fact and opinion and feeling?

3. Were you able to make your listener listen to your feedback? Why, why not?

Secondary Competencies:

A-1 Attitudes and Values.

4. Did you express accurately the attitudes and values which the letter writer included in his/her written work?

5. Did you communicate the attitudes and values which the "recipient" could be expected to communicate?

B-3 Control.

6. As you role played, did you control the feelings your role called for?

7. What impediments to those feelings did you feel? Why?

C-1 Expressing/Attending.

8. Did you attend to the feelings of the person with whom you were talking?

9. How did you do so?

10. Would these be standard reactions to such feelings?

SPEAKING ACTIVITY: NOW I'M REALLY TELLING YOU

Primary Competency Developed:

C. Communicating Feelings.

1. Expressing and attending to feelings.

Secondary Competency Developed:

D. Responding to Feelings.

2. Initiating and accepting the expression of positive feelings about self.

3. Initiating and accepting the expression of negative feelings about self.

Learning Objective:

The students will be able to separate fact from opinion from feeling while phrasing statements which communicate feeling to one other student.

Description of Activity:

In pairs, have students complete a series of "I feel..." statements. Hand out copies of the statements, instructing students to look at the phrases and decide how they would fill in the blanks. One student should be the speaker, saying one statement as s/he would complete it, and the other should be the listener. (They will switch roles shortly.)

After hearing the statement, the other student or listener, must accurately rephrase what s/he heard by completing the following statement: "I hear you saying _____." Then the listener should add: "My response to what you said is _____" (an idea, emotion or whatever).

Here are some sample statements to complete:

"When I fail a test in _____ I feel _____."
"When I hurt a friend's feelings I feel _____."
"When I don't understand homework instructions I feel _____."
"When I hear my friends argue I feel _____."
"When I notice people whispering I feel _____."
"When I receive a gift from a friend I feel _____."

After one student has been the speaker, the roles should switch and s/he should become the listener.

Class Discussion Probes:

Primary Competency:

C-1 Expressing/Attending.

1. Was it difficult to reveal your true feelings in completing some of the phrases? Why?

2. Was it difficult to respond to your partner? Why?

3. Where is it important in your life to be able to express feeling as you have done here?

Secondary Competency:

D-2 Positive Feelings.

4. For which patterned statements were you able to provide positive feelings?

5. How did you respond positively to your partner?

D-3 Negative Feelings.

6. For which patterned statements did you provide negative feelings?

7. When did you respond negatively to your partner?

READING ACTIVITY: DO TWO ALWAYS SEE ALIKE?

Primary Competency Developed:

A. Analysis of Self and Others.

1. Identifying the communicator's (self or others) attitudes and values.

Secondary Competency Developed:

A. Analysis of Self and Others.

2. Determining the communicator's (self or others) emotional state.

Learning Objective:

The students will learn to read for an interpretation and analysis of feelings within a literary work.

Description of Activity:

This unit can go in two different ways, depending upon the type of literature selected. If the instructor wishes to have the class examine point of view based upon age or perspective upon an activity or event, a letter such as "Open Letter to a Young Negro" by Jesse Owens might be used. If the instructor is interested in how one person can develop feeling in another through a direct intention, the play SORRY, WRONG NUMBER might be used. Or perhaps the intention behind greeting cards or other letters of expressed emotion might be used if there is not enough time to use a play such as SORRY WRONG NUMBER. In any event the discussion should depend upon some serious exploration into how to communicate adequately an emotion as well as a thought to another person.

Class Discussion Probes:

Primary Competency:

A-1 Attitudes and Values.

1. Can an emotion be induced into another?

2. Name some situations in which that could happen or in which it did.

3. Are emotions in literature as easy to detect as theme, plot, etc.? What makes detecting them more or less difficult?

Secondary Competency:

A-2 Emotional State.

4. What various emotions did the characters communicate?

5. Why did the characters experience those emotions?

10th Grade
Feeling
Small Group

FROM NONSENSE TO SOME SENSE

Focus Of Capsule:

This capsule focuses on connotations and denotations, nonsense and serious words. Words have power to cause tears, start fights, create joys, express love and celebrate life. Words influence our lives deeply and pervasively. Students will explore how words about feelings and conveying emotions are assigned meaning by using ones that range from the nonsensical to the most sensible.

Overview of Activities:

Each activity is well detailed. Reading nonsense poems enables students to explain nonsense words and to suggest alternatives. After such readings, students in the writing activity create their own original words and meanings. Further, in a small group speaking situation, students present choral readings using various sources. In the last activity, students learn the art of attending to others by listening without judgment.

READING ACTIVITY: MUCH NONSENSE

Primary Competency Developed:

C. Communicating Feelings.

2. Providing and interpreting non-verbal and graphic, empathic cues.

Learning Objective:

The students will read nonsense poems by poets such as Lewis Carroll, Ogden Nash, E.E. Cummings, or even Dr. Seuss and explain the nonsense words by replacing them with word alternatives that both fit grammatically and convey appropriate emotion or connotation.

Description of Activity:

If students have already written and defined original words, they will have some understanding of the humor and enjoyment with which poets like Nash and Cummings or writers like Carroll and Seuss must approach their work. Students will read nonsense poems or stories in which the writer has invented his/her own vocabulary. Discussion may center around both the clues readers must solve to understand the material and the connotative associations of the words themselves through their sounds, appearance and similar English words. The feelings these words evoke even when "nonsense" can increase awareness of how the very sounds of English words convey feelings.

Class Discussion Probes:

C-2 Non-Verbal and Graphic Cues.

1. What "feeling" type words are there in the language of the writers?
2. Do these feeling type words have clear definitions?
3. Are there words which children would have difficulty understanding, in books like those of Dr. Seuss? Would foreign speakers of English also have difficulties with such words?
4. How did you decide the meanings of the words the writer created?
5. What English words could be substituted which convey the same emotion or feeling as the nonsense words?

Audience Context:

1. What feelings do you as a communicator experience as you seek to make clear for someone else words which are unclear?

2. What can you notice in your listeners as they hear words unfamiliar to them? What are their reactions?

WRITING ACTIVITY: MUCH NONSENSE

Primary Competency Developed:

C. Communicating Feelings.

2. Providing and interpreting non-verbal and graphic, empathic cues.

Learning Objective:

Students in small groups will create their own original words and meanings which convey feelings, then develop a dictionary and use them in context.

Description of Activity:

Working in groups of four or five, students will create five nonsense words that express feelings, indicate their grammatical classification, define them and use them all in a short paragraph. Each group will then pass on only the words and their grammatical classes to the other groups who are, in turn, to define and write paragraphs using them. Students should create words which sound like the feelings they are trying to convey. Post the resulting lists and paragraphs or have groups present them for comparison.

Class Discussion Probes:

C-2 Non-Verbal and Graphic Cues.

1. How similar were the definitions of the words?
2. On what did your group base its definitions? What part did the appearance or sound of the words play?

Audience Context:

1. How do you feel when people use unfamiliar words when talking to you?
2. How do you choose words to convey feelings?

SPEAKING ACTIVITY: DIVINEST SENSE

Primary Competency Developed:

C. Communicating Feelings.

2. Providing and interpreting non-verbal and graphic, empathic cues.

Learning Objective:

Working in small groups students will prepare and present an oral reading, analyzing its use of affective language.

Description of Activity:

Small groups of students should prepare a choral reading of poetry using such materials as Lindsay's "The Condo," Millet's "Ballad of the Harp Weaver," or Johnson's "The Creation." Practice in choral reading skills will be accompanied by having each group introduce and comment on the use of denotative and connotative language to convey feeling.

Class Discussion Probes:

C-2 Non-Verbal and Graphic Cues.

1. What words does the poet use that convey particular emotions?
2. How does the delivery method affect the feeling conveyed by the poem?

Audience Context:

1. How does our word choice and delivery convey our feelings in various situations?

LISTENING ACTIVITY: PUTTING' IN MY ORDER!

Primary Competencies Developed:

A. Analysis of Self and Others.

1. Identifying the communicator's (self or others) attitudes and values.

C. Communicating Feelings.

1. Expressing and attending to feelings.

Learning Objective:

Students will listen without interruption, carefully, non-judgmentally, and without emotional interference.

Description of Activity:

Divide the class into groups of five or six members each. Every student will have to both speak and listen within his/her group. And as they listen to each other, students must try not to judge the other speaker or his/her ideas against their own point of view. There is no right or wrong here, only many personal viewpoints. And all members deserve the right to state exactly what they choose, and to give supporting reasons for their choices. What each student is to do is rank in order of importance to him/herself, the following elements of life: religion, education, family, money, health. The groups are to then meet to hear what each member has come up with, and why that ranking was chosen. Going around in a circle, each student should speak, and the others must NOT interrupt, comment positively or negatively, signal approval or disapproval (verbally or non-verbally) or criticize.

Afterwards, have students sum up what they felt as they were forced to simply listen, and what special feelings were revealed by doing this small group exercise. (And wait for them to talk, if at first they are reluctant to lead this summary!)

Class Discussion Probes:

A-1 Attitudes and Values.

1. How did you feel about having to choose among these areas?

2. What concerns might someone feel about presenting this list?

C-1 Expressing/Attending.

3. Did it help or hinder you to know that no one would respond to your list? Why?

4. How did you feel as you listened to others' lists?

10th Grade
Feeling
Public

THE HUMAN TOUCH

Focus of Capsule:

This capsule deals with clarity of expression when dealing with emotion in a public way, the appropriateness of feelings which are expressed and the understanding of the feelings of others. How do we communicate emotions within the context of content? How do we present an attentive, empathic listening attitude in the public forum? How can we learn from the public expression of thought and emotion? These are basic questions for this capsule.

Overview of Activities:

The unit develops through reading, writing, speaking and listening in that order. Students begin by looking at the expression of emotion through dramatic dialogue, topical novels and public letter writing. They contribute to public writing by composing their own letters to an editor in which they express emotion as well as content. They then have a speaking activity in which they express themselves in a classroom discussion on a topical, controversial issue and complete the unit by listening to each other and reacting to a discussion by analyzing what went on within it and how emotions were expressed within it. The focus is looking for guidelines for emotional expression.

READING ACTIVITY: FEELINGS ARE NOT REVOLTING

Primary Competency Developed:

B. Analysis of the Situation in Which Feelings Are Expressed.

1. Inviting and recognizing the expression of feeling.

2. Evaluating the appropriateness of an expression of feelings.

3. Recognizing or exercising control when expressing feelings.

Secondary Competency Developed:

C. Communicating Feelings.

1. Expressing and attending to feelings.

Learning Objective:

The student will learn to read the intended feelings of a piece of literature as well as the words.

Description of Activity:

The use and communication of feelings by an author is an important part of literature and understanding literature. This activity is divided into three segments, each of which explores an aspect of emotion-communication through literature. The activity begins with a short visual experience in which an emotional scene from Shakespeare such as the balcony scene from ROMEO AND JULIET is viewed and read. Following the viewing, the emotions that are expressed will be the focus of the discussion. Students will try to locate exact lines which communicate emotion and select the words which are emotion packed in the passage. A list of these words will be made and then they will be tested in other contexts to see if those words always communicate emotion, or just do so in the specific context in which they were noticed. The second segment of the reading activity might deal with a long work like TALE OF TWO CITIES or a short story such as "I'm a Fool" by Sherwood Anderson or "The Sacred Skull" by Pearl Buck. Another option is to deal with a number of short readings or one long reading about death such as ERI[illegible] or DEATH BE NOT PROUD. The intent of the discussion following the reading should be to explore how the author deals with an intense

emotion in a public manner and does not become cloying. How do authors speak about themselves and their emotions or how do authors introduce a period of time and the intense emotions that swept it? The third segment of the reading activity will deal with the public letter--the letter of opinion written to the newspaper. For this portion of the capsule, the instructor will rely upon issues which are current in the local newspaper. The intent of the discussion should be to explore what makes a successful, emotional letter which is to be made public.

Class Discussion Probes:

Primary Competency:

B-1 Recognizing Expression.

1. How did you identify the feelings expressed in any of the three types of literature read?
2. Does emotion have more of a place in one type of writing than another according to the three types read for this activity?
3. Are there certain words which are signal words for the expression of certain emotions?

B-2 Appropriateness.

4. In the three types of literature read, were any found to be totally inappropriate places for the expression of emotion?
5. Does appropriateness depend solely upon the definition of the audience?

B-3 Control.

6. In which kind of writing did the author have to exercise the most control?
7. How does that kind of control get put into effect?

Secondary Competency:

C-1 Expressing/Attending.

8. What did the authors want you to do because of the emotions which they expressed?
9. Were they realistic in their expectation?
10. How might they have directed your emotions better?

WRITING ACTIVITY: CLEARING THE AIR

Primary Competency Developed:

B. Analysis of the Situation in Which Feelings Are Expressed.

3. Recognizing or exercising control when expressing feelings.

Secondary Competencies Developed:

B. Analysis of the Situation in Which Feelings Are Expressed.

2. Evaluating the appropriateness of an expression of feelings.

A. Analysis of Self and Others.

1. Identifying the communicator's (self or others) attitudes and values.

2. Determining the communicator's (self or others) emotional state.

Learning Objective:

The students will express themselves effectively, rationally and emotionally, on a topic of their own choosing after they have narrowed the audience to whom they wish to make their expression.

Description of Activity:

After the class members have read various public statements in which emotions and feelings are expressed for public consumption and/or public action, the students should be assigned a writing assignment in which they express their own emotions effectively about a topic. Letters to the Editor will be the most universally accepted approach. Have the class make a list, in discussion, of items which they feel they can write about--activities in the school which are of immediate significance or worth immediate discussion because of their controversy, or issues in the community about which students feel strongly and wish to commit themselves. Once the topics have been selected, discussion should be held on how to express one's feelings on the topics in a way which will cause the audience to listen and take action. After the students have written their letters, a writing workshop should be held. Students can exchange papers and become critical readers for each other, paying attention not only to the content of the letter, but the way in which the content is expressed. All aspects of

writing become important here, and each student acts as editor, critic and evaluator.

Class Discussion Probes:

Primary Competency:

B-3 Control.

1. Since you wrote about something which you felt quite emotional about, how did you curb the emotions you felt?

2. Was it necessary to curb those emotions because of the audience or because of your purpose for writing, or both?

3. Did you find it necessary to tailor your vocabulary to your audience? Why?

Secondary Competencies:

B-2 Appropriateness.

4. Did you find certain expressions inappropriate? Why?

A-1 Attitudes and Values.

5. Is it possible to identify the values you placed into your writing?

6. Did you want your reader to identify as much as you placed into the composition?

A-2 Emotional State.

7. Is it possible for anyone reading your essay/letter to identify how emotionally you feel about the topic?

8. Did you want that to be evident?

SPEAKING ACTIVITY: MY HOW YOU'VE CHANGED

Primary Competency Developed:

C. Communicating feelings.

1. Expressing and attending to feelings.

Secondary Competency Developed:

D. Responding to feelings.

2. Initiating and accepting the expression of positive feelings about self.

3. Initiating and accepting the expressions of negative feelings about self.

Learning Objective:

The student will express insight s/he has gained into him/herself based upon comparison with him/herself at an evrlier age.

Description of Activity:

The instructor might open this activity with a discussion of situations where students have been forced to realize they have grown and changed over the years. Some examples they might recognize include: visiting with a relative they have not seen in years and having the relative comment: "My, how you've changed." Other examples of situations in which the student realizes s/he has changed might be when the student encounters someone s/he had gone to elementary school with and not seen again for some time or when looking at old pictures with friends or family. Then the instructor should assign a speaking task in which the students must individually tell the class how they have changed in appearance or personality or attitude from some earlier grade to the present. Give the students several days to think about the assignment and encourage them to seek out friends or parents and relatives who might be able to share their memories of the student in that earlier developmental stage. Students will come up with a wealth of memories and possible things to say, so for the speech segment they should be limited to three minutes, or students who have difficulty getting past the "I don't know what to say" phase, have the entire class brain-

storm some possible ideas to include in such a speech. What games did you play with other students? What were your favorite TV shows? Who were your favorite friends? What chores did you have to do at home? What did you think of school then? The goal for the students should be to put into words how they feel about the world or some aspect of it now and how those ideas and viewpoints have changed over the years. Leaving the final choice of the narrow topic to the student allows him/her to be selective about what s/he wishes to share with other members of the class.

Class Discussion Probes:

Primary Competency:

C-1 Expressing/Attending.

1. What feelings did you have while preparing your speech?
2. Were these the same feelings which you expressed while making your speech?
3. Were the feelings you expressed appropriate to the audience to whom you spoke?

Secondary Competency:

D-2 Positive Feelings.

4. What words did you use to express yourself positively?
5. Were those words difficult to find?
6. What did you expect your audience to understand from them?

D-3 Negative Feelings.

7. What words did you use to express yourself negatively?
8. Were those words difficult to find?
9. What did you expect your audience to understand from them?

LISTENING ACTIVITY: SO MUCH IS SAID FROM THE HEART

Primary Competency Developed:

C. Communicating Feelings.

1. Expressing and attending to feelings.

Secondary Competencies Developed:

C. Communicating Feelings.

3. Inviting and providing verbal non-evaluative feedback.

4. Initiating, responding to, and anticipating questions about feelings.

D. Responding to Feelings.

1. Providing and accepting evaluative feedback.

2. Initiating and accepting the expression of positive feelings about self.

3. Initiating and accepting the expressions of negative feelings about self.

Learning Objective:

The students will express themselves openly but with attention to place and audience about an issue over they have some invested and feel some emotion.

Description of Activity:

Plan to give the class an open discussion on a topic which they find controversial such as school grades, required physical education, elimination of homecoming, premarital sex, nuclear power plants, decriminalization of marijuana etc. Once the issue is set and a day is announced for the discussion, students should come to class prepared to participate in expressing their views and their feelings. The instructor will have to monitor the discussion and keep views as well as attitudes flying throughout the class. After the class has discussed as much as it is going to, stop the discussion and have the students write down and then discuss what feelings came out during the discussion and how those feelings were communicated. Discuss with the students the acceptability of certain language and non-verbal cues which relate to the expression of an emotional viewpoint. Encourage students to evaluate the situation, the topic

and the language aspects and then draw comparisons with other audiences, other times. Close listening on the students' parts should elicit discussion about vocabulary, inflections, gestures, body movements, and other verbal and non-verbal signals of how speakers felt while they were expressing themselves.

Class Discussion Probes:

Primary Competency:

C-1 Expressing/Attending.

1. Did you find it easy or difficult to express yourself on the topic? Why?
2. Did you find it easy or difficult to listen to others express themselves on the topic? Why?
3. What cautions did you have to give yourself while you were preparing to speak?
4. How did you listen?

Secondary Competencies:

C-3 Verbal Non-Evaluative Feedback.

5. How did you communicate non-verbally while you were speaking?
6. How did you communicate non-verbally while others were speaking?

C-4 Questions.

7. Did you ask yourself how you felt about the topic or only what you thought of the topic?
8. Was it difficult to decide how you felt?
9. Did you ask anyone how s/he felt about the topic?

D-1 Evaluative Feedback.

10. What made the discussion good?
11. What did not contribute to a good discussion?
12. When others who were speaking seemed to wander off the topic or away from your belief, what did you do?

D-2 Positive Feelings.

13. How did you express positive reaction to someone else's comment?
14. How did you express yourself positively?

D-3 Negative Feelings.

15. How did you express negative reactions to someone else's comment?

16. How did you express yourself negatively?

STOP THE WORLD - I GOT A FEELING!

Focus of Capsule:

In this capsule, students will compare and contrast written and visual accounts of emotional events in terms of feelings evoked. They will also create a media project which expresses their own feelings.

Overview of Activities:

The students will read newspaper and/or magazine accounts of tragedies, or other emotionally charged stories. They will view video tapes covering emotional events of the same stories or others. The students will then write their reaction to written media in contrast to the visual media. Finally, they will develop a creative communication that expresses a feeling or feelings.

READING ACTIVITY: READ IT AND WEEP

Primary Competencies Developed:

A. Analysis of Self and Others.

2. Determining the communicator's (self or others) emotional state.

C. Communicating Feelings.

1. Expressing and attending to feelings.

2. Providing and interpreting non-verbal and graphic, empathic cues.

Secondary Competency Developed:

B. Analysis of the Situation in Which feelings Are Expressed.

2. Evaluating the appropriateness of an expression of feelings.

Learning Objective:

Given a number of newspaper articles about emotional events, students will be able to identify how feelings are expressed in writing.

Description of Activity:

The teacher will provide students with a number of articles dealing with emotional events, such as a shooting of a famous person, a local murder, accident or fire.

Students will read the articles and identify ways in which newspapers or magazines communicate events which evoke strong feelings.

Class Discussion Probes:

Primary Competencies:

A-2 Emotional State.

1. What were the feelings that the article was trying to convey?

C-1 Expressing/Attending.

2. What connotative words does the writer of the article use to convey the feelings involved in the story?

3. What methods does the writer use to obtain the feelings (such as direct interviews, interviewing those at the scene, and police, etc.).

C-2 Non-Verbal and Graphic Cues.

4. What pictures or other non-verbal cues are used to convey feelings?

Secondary Competency:

B-2 Appropriateness.

5. What strengths do the newspaper or magazine, by the nature of their medium, offer in the telling of an emotional event?

6. What weaknesses are there in just getting the story from the print media?

LISTENING ACTIVITY: TO FEEL A PART OF THE WORLD

Primary Competencies Developed:

A. Analysis of Self and Others.

2. Determining the communicator's (self or others) emotional state.

C. Communicating Feelings.

1. Expressing and attending to feelings.

2. Providing and interpreting non-verbal and graphic, empathic cues.

4. Initiating, responding to, and anticipating questions about feelings.

Secondary Competency Developed:

B. Analysis of the Situation in Which Feelings Are Expressed.

2. Evaluating the appropriateness of an expression of feelings.

3. Recognizing or exercising control when expressing feelings.

Learning Objective:

Having viewed videotapes depicting emotional events, students will be able to identify how feelings are expressed through television.

Description of Activity:

Tape some evening news stories which involve incidents of an emotional nature. Some examples might include: an interview with parents about a child hurt or missing, victims after an accident, a murder, tenants after a fire, etc.

Class Discussion Probes:

Primary Competencies:

A-2 Emotional State.

1. What were the feelings the people were expressing?

C-1 Expressing/Attending.

2. What feelings did the TV newsmen want to convey to the audience?

3. What techniques such as interviews did they use to bring out the feelings of the people involved?

C-2 Non-Verbal and Graphic Cues.

4. What non-verbal cues and graphics were used to convey the feelings to the audience?

C-4 Questions.

5. What questions were asked about the feelings of the people involved?

Secondary Competency:

B-2 Appropriateness.

6. Did you feel the handling of the news story was inappropriate in any way?

7. What are the strengths of using the TV medium to express feelings?

8. What are the weaknesses of just getting the story from TV, due to the nature of the medium?

9. What is the power of the visual media in influencing your emotions?

B-3 Control.

10. Did you see any evidence of the TV newsmen or the people involved exercising come controls over the feelings of the audience?

WRITING ACTIVITY: PREPARING THE WORLD

Primary Competencies Developed:

C. Communicating Feelings.

1. Expressing and attending to feelings.

2. Providing and interpreting non-verbal and graphic, empathic cues.

B. Analysis of the Situation in Which Feelings Are Expressed.

2. Evaluating the appropriateness of an expression of feelings.

D. Responding to Feelings.

1. Providing and accepting evaluative feedback.

Learning Objective:

Given newspaper, magazine stories and video tapes depicting emotional events, students will be able to write an essay comparing and contrasting the emotional impact of both media.

Description of Activity:

Students in the previous two lessons read articles and viewed newstories on videotape which covered emotional events in the lives of people. Students are to write a one page essay comparing or contrasting the emotional effects of reading about a newsevent versus television coverage. After their essays are written the following questions might be discussed.

Class Discussion Probes:

C-1 Expressing/Attending.

1. What feelings were caused as you listened to the newspaper account of the incident? How?

2. What different feelings were caused by the television account of the incident? How?

C-2 Non-Verbal and Graphic Cues.

3. How much more powerful is a picture than a word for causing an emotional reaction in an observer?

B-2 Appropriateness.

4. Did the television coverage exploit the feelings of the people involved in the incident in any way?

5. How would you have felt if you had been the person in the story and the television crew had interviewed/photographed you?

D-1 Evaluative Feedback.

6. Because people watch TV a great deal these days, do you think they feel less, or are hardened to, the sight of upsetting news coverage? Why or why not?

SPEAKING ACTIVITY: PLEASE FEEL WHAT I'M FEELING

Primary Competencies Developed:

C. Communicating Feelings.

1. Expressing and attending to feelings.

2. Providing and interpreting non-verbal and graphic, empathic cues.

D. Responding to Feelings.

1. Providing and accepting evaluative feedback.

Learning Objective:

Having chosen a feeling or feelings, students will be able to create a media presentation so that an audience will identify the feeling or feelings expressed.

Description of Activity:

The students will develop a creative communication that expresses a feeling or feelings. The students could choose to make a film, a slide/tape show, a multi-media project, or an artistic creation - a photographic collage, sculpture, a piece of music or an original picture. Have the students create a purpose statement for the project. The projects should be shared with the class, the school, parents, whoever at a special viewing. The teacher and students should develop a set of criteria for evaluation that incorporates sensitivity and honesty of expression as well as workmanship.

The showing could be a gala event and should provide students with opportunities to ask questions about their work. Let the students be creative. Students may work in twos or in small group as opposed to working alone, if they so desire.

Class Discussion Probes:

C-1 Expressing/Attending.

1. What feeling or feelings were you, the creator, trying to express?

2. Why did you choose the media form you did to express your feelings?

3. What difficulties did you encounter? What specific feelings or ideas were the most difficult to express?

4. What do you consider was the strongest part of your pres on?

5. Did you find it is more difficult to deal with a project in which you are emotionally involved, in contrast to presenting straight information? Why or why not?

C-2 Non-Verbal and Graphic Cues.

6. What did you do in the way of music, sound or pictures to express your feelings?

7. Which non-verbal cue music, sound, etc. did you feel were the most effective?

D-1 Evaluative Feedback.

8. Did you find it was hard to accept criticism about something that expressed your feelings?

9. Did you find places where something you thought was crystal clear was not understood by your audience? Why did the breakdown occur?

Audience Context:

10. Did the audience find it easy to identify feelings of the author?

11. Did the age and background of the audience (students compared to teachers, parents) make a difference in terms of understanding the message?

12. What must one take into account in terms of the message itself, the music etc. when one is creating something for a mass audience as opposed to creating something for a small group of friends?

MASTER LIST

ALTERNATIVE CURRICULUM DESIGN IN ENGLISH/COMMUNICATION FOR GRADES 9 AND 10

III. IMAGINATIVE COMPETENCIES

A. Non-Verbal Fluency

1. Assigning (conveying) meaning to (through) non-verbal communication

2. Using and discriminating various sounds and voices (paralanguage)

B. Verbal Fluency

1. Using and appreciating a rich vocabulary (word fluency)

2. Using and appreciating ideational fluency

3. Using and appreciating metaphoric thinking (associational fluency)

4. Using and appreciating messages that have a restricted structure (headlines, captions, telegrams, etc.: expressional fluency)

C. The Forms of Recreative Communication

1. Telling and appreciating jokes and stories

2. Participating in and appreciating the role-playing of characters

3. Participating in and appreciating dramatizations of events, stories, or plays

4. Participating in and appreciating solo or group oral readings and interpretations

5. Participating in and appreciating the recreation of mediated or unstructured forms

D. The Forms of Creative Communication

1. Inventing and appreciating unusual forms (pun, riddle, rhyme, and limerick)

2. Inventing and appreciating poetic forms (sonnet, ballad, free and blank verse, etc.)

3. Inventing and appreciating prose forms (short story, novel, and descriptive essay)

4. Inventing and appreciating dramatic forms (monologue, musical, comedy, tragedy, etc.)

5. Inventing and appreciating mediated or unstructured forms

THE FORCE BE WITH YOU

Focue of Capsule:

Mind and body are the inherent forces behind the communicative act. Successful communication is dependent upon being aware of the forces that guide communication choices: who you are, what you think, your skill in encoding and decoding messages, your skill in using non-verbal communication, and your evaluative abilities. The focus of this capsule is on using and developing an understanding of two of these forces - non-verbal communication and intrapersonal thought as it is expressed in interior monologues.

Overview of Activities:

The capsule begins with related reading and writing activities. Students read examples of interior monologue in poetry and then create their own interior monologue poem. These two activities involve students in imaginative use of words that record personal observations, thoughts and feelings. The speaking and listening activities introduce the concept of non-verbal communication. First, students sharpen their observation skills and become tuned into physical, non-verbal behaviors by watching TV programs with the sound turned down. Then students prepare a pantomime or mime presentation which requires them to use their bodies to express internal thoughts, actions, and feelings.

READING ACTIVITY: INTERIOR MONOLOGUE I

Primary Competency Developed:

D. The Forms of Creative Communication.

2. Inventing and appreciating poetic forms (sonnet, ballad, free and blank verse, etc.).

Secondary Competency Developed:

B. Verbal Fluency.

2. Using and appreciating ideational fluency.

3. Using and appreciating metaphoric thinking (associational fluency).

Learning Objective:

The student will identify, in several interior monologue poems, the role of intrapersonal communication in the author's creative invention.

Description of Activity:

As an introduction to the reading and writing activities, the teacher should discuss with students the concept of intrapersonal communication-communication with self.

1. How do you talk with yourself?

2. When and why do you talk with yourself?

3. Can you think of a recent conversation you had with yourself? Try to write it down. Did you reach a decision? Answer questions? Dream? Fantisize?

Indicate to students that some people transcribe these intrapersonal thoughts into poetry called interior monologue poetry.

The class will read several poems that are interior monologues revealing self's point of view such as "The Picture of Dorian Gray," or poems by Whitman or Hughes, "Song of Myself" excerpts, etc.

Class Discussion Probes:

Primary Competency:

D-2 Poetic Forms.

1. Explain the reflexive quality of interior monologue.

2. What are the main ideas expressed?

3. How does this form seem particularly suitable for expressing these ideas?

4. What personal traits of the speaker are revealed by the poem?

Secondary Competency:

B-2 Ideational Fluency.

5. Examine the way the speaker's ideas flow. Are you impressed by his ideas? Do they provide you with new insights?

B-3 Metaphoric Thinking.

6. Can you find examples of metaphor in the selections read? Do they seem apt? Fresh? Do they help you to see what the speaker is saying, what his references are?

WRITING ACTIVITY: INTERNAL MONOLOGUE II

Primary Competency Developed:

D. The Forms of Creative Communication.

2. Inventing and appreciating poetic forms (sonnet, ballad, free and blank verse, etc.).

Secondary Competency Developed:

B. Verbal Fluency.

1. Using and appreciating a rich vocabulary (word fluency).

2. Using and appreciating ideational fluency.

3. Using and appreciating metaphoric thinking (associational fluency).

Learning Objective:

Students will write an internal monologue expressing some ideas which they occasionally reflect on, using concrete language and metaphor rather than abstract generalization.

Description of Activity:

After having done some reflexive thinking and writing down a recent internal discussion in the previous activity, the students will create individually a poem which is an interior monologue and presents a personal theme, observation, point of view. The class discussion probes should serve as a pre-writing activity, sort of a heuristic.

Class Discussion Probes:

Primary Competency:

D-2 Poetic Forms.

1. What are the requirements of the interior monologue?

2. What will you do to reveal that aspect of your character which you wish the monologue to reveal?

Secondary Competency:

B-1 Word Fluency.

3. Free associate to get a group of concrete specific words, especially verbs and nouns which can be used to develop your idea.

B-2 Ideational Fluency.

4. Write the first draft of your poem, letting the ideas flow without too much concern with structure at this point. Remember that you are talking to yourself.

B-3 Metaphoric Thinking.

5. Which of your ideas could be presented as metaphors? Be fresh. Avoid cliches.

LISTENING ACTIVITY: WHAT DO YOU SEE?

Primary Competency Developed:

A. Non-Verbal Fluency.

1. Assigning (conveying) meaning to (through) non-verbal communication.

Learning Objective:

The student will develop his/her ability to find his/her own meaning in non-verbal communications.

Description of Activity:

A. Teacher shows a film of a pantominist such as Marcel Marceau. The class discusses what is happening. Different views of what is happening should be encouraged.

B. Teacher plays a video tape of a show with the sound turned off. Students are encouraged to come up with an imaginative version of what is happening. Students share impressions with one another, looking for those differences which reflect the creative self.

Class Discussion Probes:

A-1 Non-Verbal Communication.

1. How many kinds of non-verbal communication can you identify after this experience?

2. What are some stereotyped interpretations given to some specific examples from the different kinds of non-verbal communication identified in question one?

3. Would you expect these stereotypes to be different in different cultures? Explain.

4. Would you expect the stereotypes to be different for different age groups.

5. How does the exactness of the mime's movements affect the range of interpretations?

SPEAKING ACTIVITY: LOOK, MA, NO MOUTH!

Primary Competency Developed:

A. Non-Verbal Fluency.

1. Assigning (conveying) meaning to (through) non-verbal communication.

Secondary Competency Developed:

D. The Forms of Creative Communication.

4. Inventing and appreciating dramatic forms (monologue, musical comedy, tragedy, etc.).

Learning Objective:

The student will tell a story expressing his/her internal feelings exclusively through the use of non-verbal communication.

Description of Activity:

To learn and understand the importance of non-verbal communication, students will present a pantomime or mime "piece" to the class.

First some discussion/brainstorming must take place about suitable story ideas involving an individual in a situation requiring action. Reference to classic ideas as presented by Marcel Marceau, Red Skelton or Carol Burnett may help them focus on the necessity of: 1) a clear, very short story; with 2) beginning (entrance), middle (something happens), climax (how the character chooses to handle what happened) and resolution/ending; and 3) that no words may be used (except a title if s/he wishes to announce one).

Characters might be suggested; a policeman, small child, clerk, teacher etc..., and discussion should cover whether humor might be included as a possible goal or whether the goal will be to recreate as closely as possible a true-to-life character in a realistic story. This will temper a tendency to rely on slapstick.)

The class or small groups should discuss how important clear physical action is in communicating. The teacher can demonstrate this by showing the class some examples, then asking what they felt was communicated:

1. First, demonstrate only facial expression: a. a huge smile; b. a raised eyebrow, quizzically; d. a frown; e. a sad, dejected look, etc.

2. Next, add the element of "body" language by demonstrating; a. someone ready to fight - shoulders, fists, eyes set; b. someone tired and dejected; head, shoulders, body stooped; c. a body-builder showing off, etc.

Class Discussion Probes:

Primary Competency:

A-1 Non-Verbal Communication.

1. Did the pantomimes you viewed allow you to understand the "plot" of a story?

2. Was your idea of what was being conveyed consistent with the performer's intentions?

3. What elements of physical presentation did you find particularly effective in conveying meaning?

Secondary Competency:

D-4 Dramatic Forms.

4. Can you identify a clear beginning, middle, and end in each pantomime?

5. Was the presentation free of any verbal element?

10th Grade
Imagining
Dyadic

TEA FOR TWO

Focus of Capsule:

The focus of this capsule is on the rules for interaction in dyads and the interrelationships of characters and people in dyadic interactions.

Overview of Activities:

The capsule begins with a listening activity that has students observing the communication behaviors of dyads in many different real-life settings and creating theories of communication based upon the observations. Then students will role-play interactions in which communication rules are broken. When students complete their study of dyads in the real world, they will move to the literary realm and read works that highlight interpersonal relationships. Students will complete the capsule by using their imaginations to write a narrative from several points-of-view.

LISTENING ACTIVITY: THE THEORY OF RELATION-TIVITY

Primary Competency Developed:

D. The Forms of Creative Communication.

5. Inventing and appreciating mediated or unstructured forms.

Learning Objective:

After listening to a series of two-person conversations in a given situation, the students will be able to prepare a "theory of communication" for that specific situation that identifies accepted topics of communication, sequencing of topics and other situation-specific rules.

Description of Activity:

Working in dyads, students should plan and execute a study of the communication behaviors of dyads in a specific situation.

Each pair of students should study a different situation, such as:

1. Two people communicating on a bus.
2. Two people communicating in a library.
3. A customer communicating with a waitress or waiter in a restaurant.
4. A barber talking to a customer who is getting a haircut.

Each pair of students should observe and record five-seven different conversations in a given situation. Based upon an evaluation of the topics of discussion, ordering of topics, and the age and relationship of the participants, the students will then construct a "theory" or set of rules for communicating in that situation. Each theory should be presented to the class and discussed. The teacher will need to discuss techniques of observation (listening) and the nature of theories and/or rules before the activity can begin.

Class Discussion Probes:

D-5 Mediated or Unstructured Forms.

1. How did you record your observations of the techniques used, which seemed to be most effective? Why?
2. What similarities of topic and ordering of topics did you notice in different conversations?

3. How did the ages of participants impact on the topics of discussion? Why?

4. How did the relationship between participants impact on the topics of discussion?

5. Is it possible to make general rules of behavior that work for all conversations in a situation? Why or why not?

6. Do you think the fact that you were eavesdropping on the conversations changed the nature of the conversations? Why or why not?

7. What similarities between situations are evident based upon the theories we have heard?

8. As you listened to each theory, what "exceptions to the rule" did you think of?

9. What is the nature of the rule or theory? Does your theory work to explain all instances?

SPEAKING ACTIVITY: THE BIG RULE GAME

Primary Competency Developed:

C. The Forms of Recreative Communication.

2. Participating in and appreciating the role-playing of characters.

Learning Objective:

While role-playing a dyadic interaction, the students will be able to violate a communication rule and play out the reaction to the rule infraction in an appropriate manner.

Description of Activity:

Students will work in pairs to role-play, for the class, a dialogue between two characters. In the dialogue, one of the characters should violate the accepted standards or rules of communication between two people in that situation. The teacher should prepare "communication situation" cards ahead of time so that the students don't select similar situations. In preparation for the role-play, the students should talk over the situation, decide which characters they will play, rehearse what their characters will sound and look like, and work out the plot of what will happen in their scene. No script or preset lines are necessary - the goal is to present clear characters in a dyadic situation where something goes wrong.

Class Discussion Probes:

C-2 Role-Playing.

1. Were the characters believable? Why or why not?
2. Did the role-play develop naturally?
3. Was this an imaginative presentation?

Audience Context:

1. What rule(s) was broken?
2. How did the partner react? Was this reaction realistic?
3. Has such a situation ever happened to you? How did you feel? Do you react differently to friends, acquaintances, or strangers who break rules?
4. Are communication rules important? Why or why not?

READING ACTIVITY: THE DOMINO EFFECT

Primary Competency Developed:

D. The Forms of Creative Communication.

3. Inventing and appreciating prose forms (short story, novel, and descriptive essay).

4. Inventing and appreciating dramatic forms (monologue, musical, comedy, tragedy, etc.).

Learning Objective:

After reading several excerpts from literature, the students will be able to identify the point-of-view of the piece and discuss how one character's values and actions affected the beliefs and actions of the other character.

Description of Activity:

The teacher should select some short pieces of literature which stress one-on-one relationships. "Sorry, Wrong Number" is an outstanding example of how one person affects the actions and emotions of another. Other examples might be: a scene from a full-length play such as Dolly Levi discussing the subject of marriage with Horace Vander Gelder from THE MATCHMAKER, the Paul Zindel play, THE EFFECT OF GAMMA RAYS ON THE MAN-IN-THE-MOON MARIGOLDS, the candle-stick episode from LES MISERABLES, a dialogue portion from A SEPARATE PEACE or a short story such as "The Sacred Skull" by Pearl Buck. The students should read and discuss several of these examples.

Class Discussion Probes:

D-3 Prose Forms. AND D-4 Dramatic Forms.

1. How does each author reveal the values and beliefs of each character? Select a character and identify a value or belief of that character. Find specific evidence in the story/play to support your position.

2. How does this value/belief affect the actions of the character? How does it affect the actions of the other character? Find evidence to support your position in the play/story.

3. How does each character perceive the other character? What clues for the perception do you find in a dialogue? What impact does perception-of-other have on the interaction? on an on-going relationship?

4. What is the author's point-of-view in each piece? What clues to point-of-view are found in the text? How will language of of the text change if the point-of-view changes?

WRITING ACTIVITY: TAKE A WALK IN MY SHOES

Primary Competency Developed:

D. The Forms of Creative Communication.

3. Inventing and appreciating prose forms (short story, novel, and descriptive essay).

Learning Objective:

Given a narrative, the students will be able to rewrite the narrative using a different point-of-view.

Description of Activity:

The instructor should provide the class with a brief narrative. Each student will rewrite the narrative using a different point-of-view. Have the students read another student's paper and write yet another point-of-view of the narrative.

Class Discussion Probes:

D-3 Prose Forms.

1. What words do you have to change to reflect a different point-of-view?

2. What difficulties did you encounter while trying to rearrange or restructure the piece of literature or prose you worked with?

3. What mechanics and punctuation leant themselves particularly well to writing first-person narratives? Do these get used as extensively when writing an omniscient author approach?

Audience Context:

1. How does a person's point-of-view, or perception of a situation, color his/her description of that situation?

2. How does a person's point-of-view impact on his/her behavior in a situation? How does it impact on the behavior of others in the interaction?

MAY THE FORCE BE WITH YOU

Focus of Capsule:

The popularity of science fiction/space adventures is exploited in this capsule which focuses on characterization and imaginative storytelling and improvisations.

Overview of Activities:

The capsule begins with a reading activity that invites groups of students to focus on characterization in short stories and/or science fiction. Then each group creates two highly imaginative science fiction characters. In a whole class group, the listening activity has students developing a story line using the characters that have already been developed. The speaking activity invites groups of students to improvise vignettes from the class-developed story.

READING ACTIVITY: C3PO - A STUDY IN CHARACTERIZATION

Primary Competency Developed:

D. The Forms of Creative Communication.

3. Inventing and appreciating prose forms (sonnet, ballad, free and blank verse, etc.).

Learning Objective:

After reading a short story or science fiction thriller, the students will be able to participate in a small group discussion on methods of characterization in literature.

Description of Activity:

Divide the class into small groups. Have each student read a short story and a science fiction adventure. After completing the reading assigment, each group will discuss the characterization process by using the probes below. Each group should prepare a written summary of the discussion that identifies the elements of characterization noted in the discussion. Whole class discussion should center not only on small group responses to the discussion questions, but on the group process as well.

Class Discussion Probes:

D-3 Prose Forms.

1. What appearance does the character have?
2. Does s/he appear to be what s/he is?
3. What does s/he say about him/herself?
4. Does s/he evaluate his/her own actions? Is s/he pleased with his/her actions?
5. What do others say about him/her?
6. Do they evaluate him/her or do they simply comment upon his/her activities?
7. Do the character's actions agree with the values s/he seems to possess?
8. Is the character "taught a lesson" in the story?

9. Does s/he recognize that s/he is taught a lesson?

10. Summarize in one paragraph all you have to say about the character.

11. Is your paragraph a positive one? Why? Why not?

Audience Context:

1. Did someone assume leadership for the group tasks? Try to characterize the style of leadership used.

2. Were you satisfied with how your group functioned? Why or why not? How could it be improved?

WRITING ACTIVITY: IMAGINE

Primary Competency Developed:

D. The Forms of Creative Communication.

3. Inventing and appreciating prose forms (short story, novel, and descriptive essay).

Learning Objective:

The students, working in small groups, will be able to write a character sketch.

Description of Activity:

Working in small groups, students will create two imaginative science fiction characters. The group will write a character sketch for each character that should include a physical description as well as personality characteristics. You may also want pictures of each character. Brainstorming techniques will be important in this group activity as well as leadership and task functions. Each group must hand in a final copy of the character sketches that will be graded for originality, characterization and writing mechanics. After the character sketches are handed in, ask each student to evaluate the group by offering a suggested "group grade" for the project as well as "individual participation grades" for members of the group.

Class Discussion Probes:

D-3 Prose Forms.

1. What observations can you make about the differences between creating a character and then writing an essay about that character.

2. What goes into a character sketch?

3. What thought processes did you have to use to prepare the character sketches?

4. How realistic and/or imaginative is this character? What stereotypical behaviors does this character have? Do you know anyone like this?

5. How would you get along with this character?

Audience Context:

1. Did the group process make this assignment easier?

2. Did everyone participate? What "roles" were played by members of the group?

3. How were group tasks accomplished?

LISTENING ACTIVITY: NOW HEAR THIS!

Primary Competency Developed:

B. Verbal Fluency.

2. Using and appreciating ideational fluency.

Learning Objective:

Given several unique characters, the students will create the plot for a science fiction adventure story.

Description of Activity:

This activity is a group storytelling exercise. The success of the activity is based on how well the class listens to one another so as to pick up where one person has left off and carry the story line forward. Small groups in the class have already created characters. The whole class now must create a plot line for a story involving these characters. One person begins telling an impromptu story; the rest of the class listens. Have a tape recorder running throughout the class period. After about one minute, the teacher should call on another student to continue the story. Continue this until all students have participated. Since the plot must progress coherently, it is important to listen carefully to understand what has gone on before. When the class has finished, replay the tape and allow students to edit and refine the story line. Post-activity discussion should cover not only plot progression but the storytelling/listening process.

Class Discussion Probes:

B-2 Ideational Fluency

1. What are the essential elements of plot development?
2. Did you successfully incorporate these elements in your story?
3. What aspects of this group storytelling activity made it difficult to develop a coherent plot line? Why?
4. What did you enjoy about the activity?
5. What listening problems did you encounter during the activity?
6. Are there any parts of the story that should be cut out to improve the story line?

SPEAKING ACTIVITY: IMPROVISATIONS

Primary Competency Developed:

C. The Forms of Recreative Communication

2. Participating in and appreciating the role-playing of characters.

Learning Objective:

The students will be able to improvise a scene using non-verbal and verbal cues that are appropriate to the characters and situation selected.

Description of Activity:

Divide the class into small groups. Each group should select a part of the story developed in the previous activity and improvise a detailed encounter between the characters involved in the scene. Since the original story was probably a skeletal plot, the improvisations in this activity will allow students to create more detailed elements of the plot. The plot of an improvised scene evolves as the scene progresses.

Class Discussion Probes:

C-2 Role-Playing.

1. How did you create your character? What vocal and physical cues did you use to make this character "live?"
2. Were each character's activities consistent with its personality? consistent with each other?
3. Did the action of the scene flow smoothly?
4. Could you imagine (as an audience) how the characters would be dressed or what the scene looked like?
5. Discuss the use of imagination and humor in each improvisation.
6. What stereotypes were used to create characters?

CREATING MOODS

Focus of Capsule:

This capsule engages students in identifying, establishing and developing mood, atmosphere, action and emotion within the written and the oral modes. The capsule will requires students to use their imaginations to create a piece of descriptive writing and to recreate literature for an audience. A major focus of the capsule is oral interpretation followed by writing a piece of prose that might be suitable for oral interpretation. Leading to those final activities is a series of assignments in reading and listening which prepare students for the production phase.

Overview of Activities:

This capsule begins with reading activities and ends with writing activities that deal with description. The students begins by reading literature which might be suitable for oral interpretation. After reading and analyzing how authors convey emotion, atmosphere, mood, tone, etc., the students listen to others who are skilled at conveying these aspects of literature orally. They, then, take a crack at it themselves, developing a selection for oral presentation and, finally, writing a selection that could be used orally.

READING ACTIVITY: WHAT DO YOU LIKE?

Primary Competency Developed:

B. Verbal Fluency.

1. Using and appreciating a rich vocabulary (word fluency).

Secondary Competency Developed:

C. The Forms of Recreative Communication.

3. Participating in and appreciating dramatizations of events, stories, or plays.

Learning Objective:

The student will select a piece of prose literature on the basis of personal liking. To do this the student will first assess the literary structure and language as well as emotional appeal and use this for the basis of his/her selection.

Description of Activity:

Students will read a number of literary excerpts prepared by the instructor which are suitable for their eventual use in oral interpretation. In assessing the excerpts and selecting one, the students should discuss with the instructors reasons why a selection attracts them: word selection, emotion atmosphere, color, mood, etc. The intent is to have the student recognize what imaginative element an author uses to attract his/her readers. Thus, the stuoents will also have to discuss what an author must know about his/her public audience.

Class Discussion Probes:

Primary Competency:

B-1 Word Fluency.

1. In your selection, what words does the author use which help to create the color or mood of the piece and communicate that to the audience?

2. What are the author's most effective words? Why?

3. If you were to summarize the mood or meaning of your selection, what three adjectives would you select? Why?

Secondary Competency:

C-3 Dramatizations.

4. What imaginative form of writing did you select? Why?

5. In your selection, how does the author create emotion, atmosphere, color, or mood?

6. How would you improve the selection if it had to be revised?

7. Name another piece of writing which created a mood and describe that literature to someone else in the class.

Audience Context:

1. What are the variables of which the author has to be aware to create a readership in his/her works?

2. How does someone become more precise in word choice for creating mood, atmosphere, color, etc.?

SPEAKING ACTIVITY: MAKE IT HAPPEN, CAPTAIN!

Primary Competency Developed:

A. Non-Verbal Fluency.

1. Assigning (conveying) meaning to (through) non-verbal communication.

2. Using and discriminating various sounds and voices (paralanguage).

Secondary Competencies Developed:

B. Verbal Fluency.

1. Using and appreciating a rich vocabulary (word fluency).

2. Using and appreciating ideational fluency.

D. The Forms of Creative Communication.

3. Inventing and appreciating prose forms (short story, novel and descriptive essay).

4. Inventing and appreciating dramatic forms (monologue, musical, comedy, tragedy, etc.).

Learning Objective:

The students will identify and cut a literary selection to fit a designated time period; they will then use voice and body to communicate the mood, emotions, action and characters in the selection and within the introduction which they will write themselves.

Description of Activity:

In the reading activity, students selected a piece of literature which would be appropriate for reading aloud to the class. Preferably this will be a piece of prose or a cutting from a drama. After the instructor has placed a time limit (based upon the numbers of students in class and total time allowed for this capsule), students will cut their piece to fit. The instructor should provide class time for the task of cutting and editing as well as initial guidance in how to cut judiciously. Early in the preparation period for this reading, after students have viewed and/or listened to examples of excellence in oral interpretation, students should discuss how to select appropriate vocal and physical cues for their presentation. When the

interpretive process is completed, then the students should write an appropriate introduction for their piece, tailored to the audience they will be reading for. If time is available, immediate oral feedback from peers and the instructor is helpful after each student interpretively reads his/her piece of literature.

Class Discussion Probes:

Primary Competency:

A-1 Non-Verbal Communication.

1. How do you express a variety of emotions (love, hate, anger, frustration) through facial expression, tone or gestures?

2. How can you use physical cues to indicate a change of speaker in a dialogue or conversational exchange?

A-2 Sounds and Voices.

3. How can you use voice to indicate different characters?

4. Why do you need to do so?

5. How do you express emotions (love, hate, anger, frustration) through your voice?

6. What vocal tones can be used to set a romantic, mysterious, excited mood?

Secondary Competencies:

B-1 Word Fluency.

7. How do the words used by the author contribute to making the selection compelling to listen to?

8. What are the most important words in the selection--words which you have to emphasize in your interpretation?

B-2 Ideational Fluency.

9. How does the author create a flow of ideas in your selection and how do you convey that through your interpretation?

D-3 Prose Forms. AND D-4 Dramatic Forms

10. Is your selection "good literature?" Why?

11. Does it describe or create a conflict between persons? How?

12. Is conflict necessary in this kind of literature? Why?

Audience Context:

1. As a speaker what do you have to be aware of in your audience if you are to create the effect you wish to create?

2. How do you help that effect in the delivery of your introduction?

3. How can you be more successful in communicating the intellectual and/or emotional essence of your selection?

LISTENING ACTIVITY: LISTEN UP!

Primary Competency Developed:

(This competency will exist only if the instructor does the interpretive reading or if s/he is able to employ film or videotape.)

A. Non-Verbal Fluency.

1. Assigning (conveying) meaning to (through) non-verbal communication.

2. Using and discriminating various sounds and voices (paralanguage).

Secondary Competencies Developed:

B. Verbal Fluency.

1. Using and appreciating a rich vocabulary (word fluency).

2. Using and appreciating ideational fluency.

C. The Forms of Recreative Communication.

3. Participating in and appreciating dramatizations of events, stories, or plays.

4. Participating in and appreciating solo or group oral readings and interpretations.

Learning Objective:

The students will be able to listen for mood in a piece of literature (prose or drama) and determine how the voice and body are used to express specific emotions, actions, characters or moods as well as distinguish the plot or theme of a work.

Description of Activity:

The purpose of this activity is for the students to gain appreciation of excellence in oral interpretation and to have models for their own oral interpretations later in the unit. If the teacher is a good oral reader, s/he may choose to read several selections for the class of short stories, plays or cuttings from a novel. A teacher who is not an expert in oral interpretation should not attempt this. The teacher might also bring in outstanding forensics students to read for the class, use records, tapes or videotapes. To test the students' listening ability, give the class a quiz after each listening

session in which they must recall essential details, general theme, mood, emotion or manner of delivery.

Class Discussion Probes:

Primary Competency:

A-1 Non-Verbal Communication.

1. How did the speakers display a variety of emotions through facial expressions, tones or gestures?

2. How did the speakers use physical cues to indicate changes of speaker or other changes necessary to conveying their presentation?

A-2 Sounds and Voices.

3. How did the speakers use voice to indicate different characters, emotions, or moods?

4. Were these changes necessary? Why?

Secondary Competencies:

B-1 Word Fluency.

5. What words used by the speakers conveyed the impact of the selection? Could you have improved upon those words?

B-2 Ideational Fluency.

6. How did the authors of the words read create a flow of ideas? How did the cuttings made by the speakers create a smooth flow of ideas?

C-3 Dramatizations.

7. How did the speakers achieve what they set out to do?

8. What made their presentations successful?

C-4 Oral Readings.

9. What did the speakers have to conquer within themselves before they gave their readings?

10. How do you think they prepared before coming into the room to give their readings?

WRITING ACTIVITY: YOUR TURN AGAIN

Primary Competency Developed:

B. Verbal Fluency.

1. Using and appreciating a rich vocabulary (word fluency).

2. Using and appreciating ideational fluency.

Secondary Competency Developed:

D. The Forms of Creative Communication.

1. Inventing and appreciating unusual forms (pun, riddle, rhyme, and limerick).

Learning Objective:

Students will compose descriptive paragraphs which could be suitable for interpretive reading and will exercise the same guides which any author who seeks to have his/her words read would exercise.

Description of Activity:

After having read, listened to and spoken various creative pieces of literature, the student is now ready to create at least a paragraph of his/her own which could be used in the same way. As a pre-writing activity the class will have commented upon other pieces which have achieved mood in the reading activity. This discussion should be brought back to the students' memories by the instructor. Additional discussion should also be held on how a successful description is made through the use of figurative language, special literary devices, and organizational patterns. Time should be allowed in class for the construction of the paragraphs (or longer pieces if such is desired by the instructor), for reading and revising. Students might read their pieces to each other in small groups, seeking help in strengthening and/or correcting before finally submitting them for grading to the instructor. Another technique to use at this point might be to have students in small groups read each other's paper aloud so that the student/author has a chance to hear how his/her work sounds from another's interpretation.

Class Discussion Probes:

Primary Competency:

B-1 Word Fluency.

1. What aids did you have to use to find precise words which would convey the description you wanted?

2. Were the words you used effective when you heard them being read by someone else?

B-2 Ideational Fluency.

3. What kinds of transitions did you use to smoothly build the description you were seeking?

4. What techniques of description (organization) did you adopt to make your reader able to see your site, emotion character or other topic of your description?

Secondary Competency:

D-1 Unusual Forms.

5. What advice would you give other writers who will engage in creating mood or atmosphere through description?

6. What literary techniques did you use to create the description you wanted?

7. Were those techniques effective? Why or why not?

10th Grade
Imagining
Mass Communication

COME FLY WITH ME AND YOU

Focus of Capsule:

This capsule centers on creativity. Students explore ways of tapping their own creative power while also seeing approaches tried by others.

Overview of Activities:

After viewing the film "Why Man Creates," students will read Sam Bass' book, telling how he made this film. The book has the same title, Why Man Creates. Other readings of a whimsical nature are suggested. Afterwards, students will compose their own whimsical narratives on some aspect of history, human creations or inventions. From their whimsical narratives, students will tape record and present a three-minute excerpt for a school-wide or class audience.

LISTENING ACTIVITY: NEW VISIONS

Primary Competency Developed:

C. The Forms of Recreative Communication.

5. Participating in and appreciating the recreation of mediated or unstructured forms.

Learning Objective:

The student will be able to illustrate with examples why and how creativity occurs.

Description of Activity:

The student will view the film "Why Man Creates." Prior to the showing of the film, a class discussion on creativity should be conducted. Suggested questions for the discussion might include the following:

1. What is creativity? What qualities do you feel a creative person must have?
2. List some creative people that you can think of.
3. Do you consider yourself a creative person in any way? If not - why? If so - how?
4. If you had your choice of what kind of creative person you'd like to be, what would you be or do?
5. What would you consider to be the five "best" creations man has made since the beginning of time? Why?
6. Why does man create? What forces lead to creativity in man?

Following this discussion, the instructor should introduce the film by indicating that Sam Bass, its creator, came up with a highly creative approach to show why man creates. This film won 33 national and international film awards including the Oscar and the International film festival award.

Another film to view under this topic is: Woody Allen: An American Comedy, #5341 BAVI. Other materials: 60 Minutes segment on creation of "Star Wars."

Class Discussion Probes:

C-5 Recreation of Mediated Forms.

1. Why do people create? What reasons does the film give that are different from those our class had given earlier? Give some examples.

2. What qualities could we list to describe a creative person?

3. As shown in the film, what settings promote creativity? What settings stifle it?

4. What did the film say about how a creator feels when his/her work is judged?

5. Have you ever felt the same way? When? What?

6. Why is the film's message more effective than it might be as a book or a speech?

7. What art forms interest you the most? Let's brainstorm a list. (Examples: movie posters, LP albums, wearing apparel, painting, sculpture, and mobiles...emphasize the variety of mediated and non-mediated.)

8. When your creative projects have failed like some projects did in the film, what were your choices?

9. What were the most creative parts of the film?

READING ACTIVITY: WHAT IF WE TURNED THE WORLD UP-SIDE-DOWN?

Primary Competency Developed:

D. The Forms of Creative Communication.

5. Inventing and appreciating mediated or unstructured forms.

Secondary Competency Developed:

D. The Forms of Creative Communication.

1. Inventing and appreciating unusual forms (pun, riddle, rhyme, and limerick).

3. Inventing and appreciating prose forms (short story, novel, and descriptive essay).

Learning Objective:

The student will be able to offer some conclusions about the creative process-how and why it works.

Description of Activity:

The students will read selected words or excerpts written about the creative process. Sam Bass' book, Why Man Creates, discusses his film which students can view under the listening activity.

Other readings may take a creative or whimsical look at reality. Richard Armour's works, Fractured Tales from Shakespeare, Ogden Nash's poems or a variety of fantasy literary selections are all possibilities. The readings should prompt students into looking differently at their world, their experiences. Re-thinking reality is the creative process.

Class Discussion Probes:

Primary Competency:

D-5 Mediated or Unstructured Forms.

1. From your readings, what helps writers or thinkers to be creative?

2. Does the creative process have certain stages?

3. What conditions help people to be creative?

4. Are there people who are creative and those who are not? Why are some individuals more creative than others?

5. When are you most creative? What helps you to produce more ideas?

Secondary Competency:

D-1 Unusual Forms. AND D-3 Prose Forms.

6. What unusual methods did the writer use to create whimsy?

7. If you were to write on this topic, what would you have done?

8. Are some of these same approaches used in film, movies, or on television? How could they be used in various media?

WRITING ACTIVITY: TELL IT WILDLY

Primary Competency Developed:

D. The Forms of Creative Communication.

3. Inventing and appreciating prose forms (short story, novel, and descriptive essay).

Learning Objective:

The student will write a narration offering a whimsical twist on some aspect of history, human invention or creation.

Description of Activity:

"How was the wheel really discovered?" "Why did Columbus really discover America?" "Are humans - the hunters or the hunted?" These questions house some possible suggestions aimed at stimulating student creative narratives.

Students should brainstorm in small groups and list on the chalkboard at least six other titles for potential whimsical narratives. This will promote other variations for the class. The teacher can refer to class readings as other sources or models for this assignment. Students should be encouraged to pursue whatever topical variation that suits their interest.

After completing their writings over a period of several days including some in-class time for revision, each narrative will be read aloud in class either to a small group or to the whole class. This is a partial evaluative measure and a prelude to the speaking activity which focuses on a mass audience.

Class Discussion Probes:

D-3 Prose Forms.

1. What advantages/frustrations did you face as a writer of whimsy?

2. Did you find this task easier and more enjoyable than normal writing tasks?

3. What elements of storytelling did you need to keep in mind as you wrote?

4. What was your creative process in completing this assignment?

5. What did you learn about creativity while doing this task?

6. Do you now see other reasons and methods answering the question: "Why man creates?"

SPEAKING ACTIVITY: SELECTING THE BEST

Primary Competency Developed:

C. The Forms of Recreative Communication.

3. Participating in and appreciating dramatizations of events, stories, or plays.

Learning Objective:

The students will select, tape-record, and present a three-to four-minute excerpt from his/her whimsical narrative for presentation to the entire school or a class audience.

Description of Activity:

Using a lab period approach, the teacher will spend class time conferring with individual students who will select three or four minute excerpts from their original stories. This may take several days, but students can utilize the extra time working on pausing, word emphasis, pacing, and other speaking notations which they will need before taping their selections. A larger audience ought to be the aim. The teacher may wish to arrange an auditorium format, schedule presentations to other classes, or limit the tapes to the class at hand. At any rate, the students should prepare their tapes with a mass audience in mind.

Class Discussion Probes:

C-3 Dramatizations.

1. What part of your story did you select and why?
2. In making the selection, what guidelines/criteria did you use to help your decision?
3. What speaking skills (work/voice emphasis, pausing, tone, inflection, pacing, etc.) did you use in marking your text for presentation.
4. In directing your excerpt to a mass audience, did you find it necessary to employ other aids like sound effects, music, other voices etc.?
5. What appeals did you make to meet the needs of a mass audience?

6. In taping your selection, what did you learn about your own creativity?

7. When do you create your best written and spoken work?

8. In what medium do you have definite skills that may not have been tapped in this unit?

9. Why do "you" create?

MASTER LIST

ALTERNATIVE CURRICULUM DESIGN IN ENGLISH/COMMUNICATION FOR GRADES 9 AND 10

IV. RITUALISTIC COMPETENCIES

A. Analysis of the Ritualistic Context

1. Identifying role expectations

2. Recognizing symbols used to facilitate rituals

3. Predicting ritualized responses

B. Informal Ritualized Exchanges

1. Using social amenities (being courteous, expressing thanks, excusing oneself, telephone etiquette, etc.)

2. Participating in everyday ritualistic acts (greeting, leave-taking, kidding, etc.)

3. Engaging in informal conversation (taking turns, encouraging participation)

C. Formal Ritualized Exchanges in Small Groups

1. Recognizing and participating effectively in interviews and other formal conversations

2. Recognizing and participating effectively in small group

3. Recognizing and performing task roles in problem-solving groups

4. Recognizing and performing emotional roles in group discussions

D. Formal Ritualized Exchanges in Public and Mediated Settings

1. Recognizing and initiating parliamentary moves

2. Presenting and evaluating epideictic messages (eulogies, acceptance speeches, sermons, oral prayers, and after dinner speeches, etc.)

3. Evaluating and initiating, where appropriate, specialized and mediated forms

TAKING THE RITE PASSAGE

Focus of Capsule:

In many societies there is a clear, visible indication of maturity and preparedness for entering adulthood and receiving its attendant advantages and responsibilities. Examples in our society of this readiness are not so clear. There are some perhaps unstated, but nevertheless important rites of passage which American young people experience as they mature which mark their movement from childhood to adulthood. In this capsule, students will examine significant rituals which constitute the rites of passage in their lives.

Overview of Activities:

Beginning with reading the novel Walkabout, the students will develop the concept of rites of passage as they occur in a variety of cultures. Reflecting on significant ceremonies of "firsts" in their lives will be the basis of the speaking activity. Students will view the film Skater Dater, where peer pressure generated by a boy's desire to begin dating causes him conflict as he approaches a rite of his own passage to adolescence. Looking back from their mid-twenties, students will "reminisce" in writing about a significant ritualistic experience from their high school years, and speculate on what significant events they will remember best as they move into adulthood.

READING ACTIVITY: WALKABOUT

Primary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

Secondary Competency Developed:

B. Informal Ritualized Exchanges.

3. Engaging in informal conversation (taking turns, encouraging participation).

Learning Objective:

Students will define "rites of passage" and give examples as they trace the changes in a character's life and outlook as s/he goes through his/her rites of passage drawing parallels between the experiences in Walkabout and their own lives.

Description of Activity:

Students will read the book Walkabout by James Marshall, which describes an Australian boy's journey into the outback and adulthood.

Additional materials on the same topic include Roots, Coming of Age in Samoa, Growing Up Black, Black Elk Speaks, and other anthropological and sociological materials on adolescence in various cultures. Literature such as The Diary of Anne Frank, Seventeen by Tarkington and Huckleberry Finn could also supplement the main selection.

After reading, students should be placed into small conversation groups to discuss, practicing the amenities of informal conversation. The group as a whole will discuss the exercise as a final activity. Informal discussion in conversation groups centers around questions which may be distributed to students in advance of reading as a study guide.

Class Discussion Probes:

Primary Competency:

A-1 Role Expectations.

1. Why is rite of passage to full membership in a society necessarily a lone experience?

2. What advantages come from this formal rite of passage? What disadvantages?

3. What other rites of passage have you heard of? (Might mention beginning of Roots, American Indian customs, Coming of Age in Samoa, etc.)

4. How are these similar to or different from a walkabout?

5. How will you know when you have achieved maturity? How will you be expected to behave differently?

Secondary Competency:

B-3 Informal Conversation.

6. How did your informal conversation differ from a class discussion?

7. What are actions you can do to facilitate informal conversations?

SPEAKING ACTIVITY: WHEN I WAS A CHILD...

Primary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

2. Recognizing symbols used to facilitate rituals.

Secondary Competency Developed:

A. Analysis of the Ritualistic Context.

3. Predicting ritualized responses.

Learning Objective:

Students will select and develop a single incident from their lives for oral presentation to a group which relates to their "rite of passage" toward adulthood.

Description of Activity:

Students will be asked to look back on events of ritualistic significance in their own lives -- times which seemed to mark passages to more "grown up" experiences: the first day of school, the first trip away from home, learning an independent-enhancing skill such as bicycle riding, etc. They are to organize, prepare and present to the class, or a smaller group, a short speech in which they attempt to describe the experience as vividly as possible.

Class Discussion Probes:

Primary Competency:

A-1 Role Expectations.

1. What elements of "rites of passage" were present in these speeches?

2. How did the speakers' roles change during or after their experiences?

A-2 Symbols.

3. What symbols of added progress toward adult status were present in these speeches?

Secondary Competency:

A-3 Predicting Responses.

4. How did people's responses to you change after or because of your experience?

LISTENING ACTIVITY: SKATER DATER

Primary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

Learning Objective:

Students will build recognition that rites of passsage to adulthood are influenced by often conflicting pressures of peers, family, and community as well as self, and that peer pressure may be either supportive or destructive of passage into adulthood as they discuss the ritualistic aspects of dating behavior.

Description of Activity:

Students will view the film Skater Dater and participate in a class discussion of it. In it, a young boy's desire to begin dating creates conflict as he moves among his peer group.

Class Discussion Probes:

A-1 Role Expectations.

1. What conflicting pressures is the boy subjected to? What are the sources of and reasons for this conflict?

2. How does the boy react to these pressures? Do his reactions change? Why or why not?

3. Why are the boy's friends not supportive of him? What does this indicate about their own passage toward adulthood?

4. What are some of the ritualistic aspects of dating? Do they facilitate or hinder the process of building relationships with the opposite sex?

WRITING ACTIVITY: BACK IN MY HIGH SCHOOL DAYS...

Primary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

2. Recognizing symbols used to facilitate rituals.

Learning Objective:

Identifying the ritualistic behaviors that occur during their high school careers, students will write about a real or imaginary ritualistic experience and will convey in writing its significance for them through use of an imaginary viewpoint to gain perspective on ritualistic experiences they are currently involved in.

Description of Activity:

Students will be asked to write about their high school years from the vantage point of themselves as twenty-five years old. They are to select an event or related series of events which involve ritualistic behavior. Through their writing, they are to expose the ways in which these behaviors constitute or contribute to the rites of passage into American adult society. They may choose to write a narrative, descriptive or expository paper to convey their ana'ysis of these events and their importance.

Students will form small groups and read one another's finished papers. Each group will select one paper for class publication and discussion. The teacher will either reproduce or project the selected papers for the entire class.

Class Discussion Probes:

A-1 Role Expectations.

1. How did the writers show that they were "older" as they looked back on their rites of passage?

2. Which ritualistic events seem to be particularly important during high school?

A-2 Symbols.

3. What symbols does the high school/community/country/culture use to identify teenagers?

4. How do these symbols change on entry into adulthood?

10th Grade
Ritualizing
Dyadic

JOB TALK

Focus of Capsule:

Of the many rituals that affect our lives, one of the most practical if transitory is that of job seeking. Tenth grade students are frequently already seeking part-time jobs and can already appreciate the utility of exercises that prepare them for this ordeal.

Overview of Activities:

The reading activity will allow students to evaluate actual letters of application for jobs. This will prepare them to write a letter of their own applying for a job in the help wanted ads for which they feel qualified. The listening activity will give the student a chance to see a professionally conducted interview of a person experienced in being interviewed. Finally, the speaking activity will give the student a chance to produce ritualistic acts that are necessary in day-to-day experiences on the job.

READING ACTIVITY: THE BEST AND THE BRIGHTEST

Primary Competency Developed:

C. Formal Ritualized Exchanges in Small Groups.

1. Recognizing and participating effectively in interviews and other formal conversations.

Secondary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

3. Predicting ritualized responses.

Learning Objective:

The students will learn to recognize conventional and unconventional content for letters of application as well as the conventional format for such a letter.

Description of Activity:

The teacher obtains from the central office a number of application letters written by teacher candidates. S/he reproduces those letters (minus names and identifying material) as faithfully as possible. Students read the letters and then discuss them in class using the following discussion probes.

Class Discussion Probes:

Primary Competency:

C-1 Formal Conversations.

1. What substance seems typical of most of the letters?

2. Did any of the letters not involve the rituals that appear to be part of application writing?

3. To what extent are you permitted to "toot your own horn" in such a letter?

Secondary Competency:

A-1 Role Expectations.

4. What are the conventions of for a letter of application?

5. What mechanical conventions of composition seem important for succeeding in this ritual?

A-3 Predicting Responses.

6. If the writer did not follow the accepted form, what happened to his/her application?

7. Look carefully at one letter you believe to be successful, then discuss what you believe would be the receiver's reaction to it and why?

WRITING ACTIVITY: DEAR EMPLOYER: YOUR PROBLEMS ARE OVER

Primary Competency Developed:

D. Formal Ritualized Exchanges in Public and Mediated Settings.

2. Presenting and evaluating epideictic messages (eulogies, acceptance speeches, sermons, oral prayers, and after dinner speeches, etc.).

Secondary Competencies Developed:

A. Analysis of the Ritualistic Context.

2. Recognizing symbols used to facilitate rituals.

C. Formal Ritualized Exchanges in Small Groups.

1. Recognizing and participating effectively in interviews and other formal conversations.

Learning Objective:

The students will learn to apply the conventions of job application letters to a specific situation.

Description of Activity:

Students will survey the "help wanted" section of their local (or regional) newspapers looking for jobs for which they might be qualified. Then they will write letters of application for those jobs.

Following the writing of the letter, students will meet in dyads to discuss their letters and gain a prediction from a peer as to the potential success of their letter.

Class Discussion Probes:

Primary Competency:

D-2 Epideictic Messages.

1. In preparing your letter what rituals did you try to use?

2. Specifically, what organization seems most useful for a message like a letter of application?

3. Did you have to use writing conventions?

4. On what basis did you evaluate the letter your partner wrote?

Secondary Competencies:

A-2 Symbols.

5. What symbols did you use in your letter which would provide easy recognition of your intent or ability?

C-1 Formal Conversations.

6. Does your letter - or the letter of your classmate - fit the conventional format?

7. Do you - or your classmate - make clear your qualifications for the job in question?

8. Within the bounds of convention, did you still create a memorable, unique letter?

LISTENING ACTIVITY: THE THIRD DEGREE

Primary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

Secondary Competency Developed:

B. Informal Ritualized Exchanges.

1. Using social amenities (being courteous, expressing thanks, excusing oneself, telephone etiquette, etc.).

Learning Objective:

Students will identify social amenities, the nature of responses to an interviewer, and behaviors that can contribute to or detract from making a positive impression in a job interview.

Description of Activity:

Ask the principal to stage a mock job interview for your students. S/he may either interview you or another popular teacher currently on staff. The principal and the teacher should follow the social amenities that would pertain to a real job interview.

At the conclusion of the interview, the principal may wish to talk informally about what s/he looks for in teacher candidates.

Class Discussion Probes:

Primary Competency:

A-1 Role Expectations.

1. Who begins the conversation/interview?
2. How did the kinds of questions asked and the topics discussed change as the meeting progressed?
3. Did the teacher candidate ask questions? What kind?
4. Are there questions that a job applicant should be careful about asking?

Secondary Competency:

B-1 Social Amenities.

1. What social amenities (both verbal and physical) occurred as the teacher-candidate entered the room?

SPEAKING ACTIVITY: BEING THERE

Primary Competency Developed:

B. Informal Ritualized Exchanges.

2. Participating in everyday ritualistic acts (greeting, leave-taking, kidding, etc.).

Learning Objective:

The students will use effective verbal and non-verbal strategies in ritualistic situations and adjust their strategies according to immediate audience feedback.

Description of Activity:

Students will analyze three specific ritualistic communicative acts, namely apologizing, complimenting and criticizing. Working in dyads, students will briefly create situations in which an apology, a compliment, and a criticism would be appropriate communicative acts and exchange roles in presenting them and listening to them.

Class Discussion Probes:

B-2 Everyday Ritualistic Acts.

1. Which message was the most difficult to present? Why?
2. What constraints did you feel as a speaker? as a listener?
3. Was it possible to make your message believable?
4. What kept you from believing what you heard?

BEING PART OF IT ALL

Focus of Capsule:

Rituals may be either ceremonial/sacred acts or acts of everyday life. Ritualized acts can develop individual imagination and free us from instinctive or social constraints. Small groups are fertile areas for ritual interaction as we socialize, yet they do influence and mold our behavior through rituals-although the pressures are not always overt.

Overview of Activities:

This capsule will create an awareness of the structure of groups, how power operates in them, and how the skills for group interaction can be enhanced by understanding and practicing small group rituals. The reading activity explores the primary group of the family and rituals associated with small groups. The writing activity examines how sports include small group rituals outside the family. Small group rituals are then examined for their problem-solving potential and finally the listening activity isolates roles and hidden agendas in small groups. There is a movement from structure and needs to functions and skills.

READING ACTIVITY: NO ONE IS AN ISLAND

Primary Competency Developed:

C. Formal Ritualized Exchanges in Small Groups.

2. Recognizing and participating effectively in small group.

Learning Objective:

The students will recognize how s/he was and is dependent on small groups for food, shelter, protection, general welfare, emotional support and identity.

Description of Activity:

We are born into a small group, a supportive group called a "family." As we grow up we develop small groups of friends whom we identify with. Read in fiction or nonfiction a story or stories of a family relationship, including friendships surrounding the family characters. Novels, plays, autobiographies, short stories or poems such as Our Town, The Adventures of Huckleberry Finn, To Kill a Mockingbird, The Human Comedy, The Good Earth, are suggestions.

Class Discussion Probes:

C-2 Small Group.

1. Who has the "power" in the family (or group of friends)? Why? Does it ever change?
2. What kind of role does each family member play in the group? How do you know?
3. Does each family member usually have certain tasks? What are they?
4. What pattern(s) of closeness/intimacy or anger/distance are there among the family members?
5. What values are taught within the group? How?
6. What everyday ritualistic acts occur within the group (family)? What are the various members' feelings about those acts?
7. What special "major" rituals or ceremonials occur within the group?

LISTENING ACTIVITY: IN OR OUT ON THE UP-AND-UP

Primary Competency Developed:

C. Formal Ritualized Exchanges in Small Groups.

2. Recognizing and participating effectively in small group.

Learning Objective:

The student will listen for and recognize spoken rituals and how they function in a small group.

Description of Activity:

Attend some kind of formal function (meeting, party, dinner...) which is based on a small group - or a larger event where small groupings will occur. Listen for and unobtrusively make a list of remarks made in the group interaction which show:

a. greeting behavior - and how it reflects the members' closeness or distance.

b. taking turns.

c. encouraging participation or including members.

d. sharing news.

e. unusual language (or slang) used by one or many members.

f. statements reflecting members' values - shared or unshared.

g. confrontive behavior.

h. solidarity.

Back in class, in a small group share your lists and observations. After each group member has spoken, see what common ritualistic behaviors seem to occur in small groups whose members do not know each other well, and what roles became apparent simply by watching the group. Next discuss what needs you felt were met (or not met) for members of that group.

Class Discussion Probes:

C-2 Small Group.

1. How do you feel about inclusion in groups?

2. In which group(s) do you prize your memberships?

3. What needs do you have that these groups satisfy?

4. How do groups give individuals status?

5. Do you know if you need to be in control in a group?

6. Give examples of hidden agendas in meetings, groups or classes you've attended.

WRITING ACTIVITY: GO TEAM GO!

Primary Competency Developed:

B. Informal Ritualized Exchanges.

2. Participating in everyday ritualistic acts (greeting, leave-taking, kidding, etc.).

Secondary Competency Developed:

C. Formal Ritualized Exchanges in Small Groups.

2. Recognizing and participating effectively in small group.

Learning Objective:

The students will examine how rituals are involved in sporting conduct and small group behavior.

Description of Activity:

Students will write a 250-word essay analyzing rituals in sports: golf, basketball, touch football, etc., among small groups of friends. For example, there is the ritual of shaking hands with other players before beginning. The theme of the essay should be an attempt to relate the rituals to a code of good sportsmanship and a "code" for living. Before writing, have the students brainstorm the ritual acts, as well as what they personally see as a code, then write individually. Students can correct each other's rough drafts before final copies are written.

Class Discussion Probes:

Primary Competency:

B-2 Everyday Ritualistic Acts.

1. How do rituals initiate, control and end playing?

2. What are the ritual standards for good sportsmanship?

3. Do the rituals for playing carry over into life?

Secondary Competency:

C-2 Small Group.

4. Which sports are small group activities?

Context Question:

5. How can writing be considered a ritual?

SPEAKING ACTIVITY: SOLVE A PROBLEM - OR BE ONE

Primary Competency Developed:

C. Formal Ritualized Exchanges in Small Groups.

2. Recognizing and participating effectively in small group.

Learning Objective:

The students will use a problem-solving format, participating in a small group.

Description of Activity:

In small groups, students are to be given a problem to discuss and solve. They are to come to a consensus by the end of thirty minutes, then discuss the dynamics and rituals that occurred during their discussion.

Class Discussion Probes:

C-2 Small Group.

1. What kinds of statements were made that helped the group work together?
2. Who made them?
3. What kind of ritual began your work together-how did you get started?
4. Who became the leader? At what point? Why?
5. What kinds of statements occurred that hindered your work?
6. When did you "get stuck" and seem unable to decide how to handle the problem?
7. What did you do to get "unstuck?"
8. Was it hard to reach a decision? Did everyone agree on it - why or why not?
9. What ritualistic language occurred while we worked? (Etiquette, kidding, etc.)
10. What ritual closed the session?
11. Why is problem-solving sometimes more effective in small group?
12. Can ritual procedures increase the effectiveness of small group interaction?
13. What are the characteristics of good discussion questions?

I COULDN'T HAVE DONE IT WITHOUT MY TEAMMATES

Focus of Capsule:

Ceremonial moments abound in contemporary life. We gather in public groups to give awards, keynote conventions, commemorate a holiday, celebrate a commencement, eulogize the departed, and bid farewell to the departing. This capsule will consider the nature of ceremonial speaking and writing.

Overview of Activities:

The capsule begins with an activity in which students listen to representative ceremonial speeches of varying types. Students are then asked to prepare and deliver a ceremonial speech representative of a genre of their own choosing. The reading activity involves an indepth study of eulogies. After analyzing significant eulogies preserved as literature, the students will write letters of praise to a significant other (mother, father, friend, aunt). This letter may be viewed as a eulogy to a living person.

LISTENING ACTIVITY: POMP AND PUFFERY

Primary Competency Developed:

D. Formal Ritualized Exchanges in Public and Mediated Settings.

2. Presenting and evaluating epideictic messages (eulogies, acceptance speeches, sermons, oral prayers, and after dinner speeches, etc.).

Learning Objective:

The students will be able to identify the ceremonial requirements of diverse ceremonial genre such that s/he can classify sample ceremonial messages by type.

Description of Activity:

Students are to listen to several forms of epideictic (ceremonial, special occasion) speeches. Teachers may choose to play records or tapes of famous American and British speeches; they may tape special occasion speeches in their own communities and play them; they may read aloud significant speeches from anthologies or current resources such as Vital Speeches of the Day, or they may deliver significant occasion speeches which they have composed. The speeches should be analyzed by considering the following factors:

1. How the objective of the special occasion speech differs from the traditional speech to inform, to persuade, and to entertain.
2. How the theme is generally more idealistic and sophisticated and related to the special occasion.
3. How the organization differs in its introduction, body, and conclusion from less formal, less significant occasions.
4. How the level of language usage differs from less formal speeches; figues of speech animate the ceremonial speech.
5. How the patterns and techniques of delivery differ when speaking on ceremonial occasions.

The following instructional resources may be useful:

1. Carroll Arnold's The Speaker's Resource Book contains many useful special occasion (epideictic) speeches for analysis.
2. See Allen Parish and Mortensens' Communication: Interacting Through Speech in which an entire chapter is devoted to how the ceremonial speech builds social cohesion.

3. Recordings of famous speeches, such as Lincoln's Gettysburg Address, are useful resources.

4. Students can attend any number of ceremonial speeches such as those noted in the description of this activity.

Class Discussion Probes:

D-2 Epideictic Messages.

Following the oral presentation of speeches, the following questions may be used for class discussion:

1. What kind of speech is represented by each example?

2. What themes are addressed in each kind of speech?

3. How do ceremonial speeches differ from informative and persuasive speeches?

4. Why are ceremonial speeches often especially important?

5. What instances of figurative language can be found in the speeches?

6. To what extent do ceremonial speeches differ in organization from other speech forms?

7. What kind of delivery (verbal and non-verbal) does one expect on the various ceremonial occasions?

8. How are listeners expected to behave on the various ceremonial occasions?

SPEAKING ACTIVITY: STANDING ON CEREMONY

Primary Competency Developed:

D. Formal Ritualized Exchanges in Public and Mediated Settings.

2. Presenting and evaluating epideictic messages (eulogies, acceptance speeches, sermons, oral prayers, and after dinner speeches, etc.).

Secondary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

Learning Objective:

The students will prepare and deliver a ceremonial speech that meets the expectations of that particular genre and is characterized by excellence in delivery, language, and exposition.

Description of Activity:

Students are to prepare and present a three to four minute special occasion speech, such as a commemorative address, commencement speech, eulogy, keynote address, presentation speech, acceptance speech, etc. If possible, it is recommended that the teacher make arrangements to use the school auditorium and to take the students on a tour of it ahead of time to prepare them to use the lectern, to be on stage, to realize the difficulties involved with stagelighting, to use a microphone, and to generally understand how the nature of such an occasion and setting imposes constraints on the speaker's use of invention, organization, style, and delivery. The teacher should ask the students to assume the auditorium is filled.

Class Discussion Probes:

Primary Competency:

D-2 Epideictic Messages.

Following the presentation of speeches, the following questions may be used for class discussion:

1. What genre is represented by each speech?

2. Did the speeches meet the expectations appropriate to their genre?

3. Were the speakers successful in organizing their ideas in a meaningful way without being rigid in structure?

4. Which speakers were most successful in using vivid and memorable language?

5. Which speakers were most successful in rendering their ideas concrete through expository devices (comparison/contrasts, examples, definitions, descriptions, quotations, restatements, etc.)?

Secondary Competency:

A-1 Role Expectation.

6. Were the speakers successful in adapting delivery to the demands of ceremony and setting?

READING ACTIVITY: FAMOUS EPITAPH: I TOLD YOU I WAS SICK

Primary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

2. Recognizing symbols used to facilitate rituals.

D. Formal Ritualized Exchanges in Public and Mediated Settings.

2. Presenting and evaluating epideictic messages (eulogies, acceptance speeches, sermons, oral prayers, and after dinner speeches, etc.).

Learning Objective:

After reading a variety of eulogies, the students will be able to describe the settings, themes, functions, and forms that are related to eulogies and will be able to differentiate between a eulogy and such related forms as epitaphs and obituaries.

Description of Activity:

Although this activity can be used alone, it is particularly appropriate following the Ritualizing Public Speaking and preceding the Ritualizing Public Writing activity.

The ritualistic function known as the eulogy is often preserved in the literature of a culture, building its heroes, and preserving their deeds. Students will read a variety of literary forms which eulogize both famous and ordinary people. Students may be asked to:

- bring in a poem that is a eulogy.
- bring in a eulogy from the newspaper.
- visit a local cemetery and copy epitaphs and share them with the class.
- read materials from the following list:

Poetry:

"The Courage That My Mother Had," Edna Malloy

"Without Benefit of Declaration," Langston Hughes

"Apache Mother," Marg G. Hindes

"Annabel Lee," E. Poe

"Do Not Go Gentle Into That Dark Night," D. Thomas

"Barbara Fritche"

"The Eagle That Is Forgotten," V. Lindsay

Prose:

"From Mother - With Love," Zoa Sherburne

"Nathan Hale," Nancy Hale

"Apology of Plato"

"Death of Socrates"

"Lament," Edna S. V. Millet

Nonfiction: Some of the many books published following John F. Kennedy's and Martin Luther King's assassinations.

Class Discussion Probes:

Among the questions that may be used to generate class discussion are the following:

A-1 Role Expectation.

1. What delivery is appropriate during the presentation of a eulogy? (Inappropriate?)

2. What does an audience expect a speaker to say? What topics would be inappropriate.

A-2 Symbols.

3. What kinds of structures/forms may eulogies take?

4. What euphemisms are commonly employed?

5. What non-verbal symbols are often associated with employees?

D-2 Epideictic Messages.

6. Since eulogies often immediately follow death, what function do they serve in the expression of mourning? What about eulogies that appear several years later?

7. How does a eulogy differ from a epitaph? How does it differ from an obituary?

8. How would you describe the language of a eulogy?

WRITING ACTIVITY: TO MOM WITH LOVE

Primary Competency Developed:

D. Formal Ritualized Exchanges in Public and Mediated Settings.

2. Presenting and evaluating epideictic messages (eulogies, acceptance speeches, sermons, oral prayers, and after dinner speeches, etc.).

Secondary Competency Developed:

A. Analysis of the Ritualistic Context.

1. Identifying role expectations.

Learning Objective:

The students will write a eulogy (letter of praise) to a living person that is judged "moving" by the addressee, the teacher, or a panel of peers.

Description of Activity:

This activity should follow the Ritualizing Public Reading Activity in which students studied literary eulogies. In this activity each student will write a letter of praise to fathers and mothers that would be appropriate for Mother's or Father's Day. Although the letter will be addressed to a single person, i.e., Dear Mother, the best letters may be sent to the local newspaper as praise to mothers or fathers generally.

(Students may choose to address the letter to any class of significant others as represented by a significant adult in their lives, e.g., aunts, uncles, clergy, 4-H leaders, etc.) This letter is, in a sense, a eulogy to a living person. As students prepare to write the letter, they should think carefully about the things their mother or father would like to have said of her/him as a parent. Having analyzed their audiences, the students may then praise the parent for successfully fulfilling the parental role.

Potential Instruction Resource:

Read section on eulogies in R. R. Allen, Communication: Interacting Through Speech.

Class Discussion Probes:

At the conclusions of the writing, the teacher may share some of the better letters with the whole class without revealing the name of the authors. Among the questions that might be used in a whole class discussion of the letters are the following:

Primary Competency:

D-2 Epideictic Messages.

1. How successful is the author in using language for emotional effect?

2. How successful is the author in using expository materials to make the message concrete?

3. What emotional impact would the letter have on your parent?

4. Do the authors manage to preserve the letter form while expressing love and appreciation?

5. Why do most people send mothers and fathers day cards when they could initiate their own messages of praise?

Secondary Competency:

A-1 Role Expectations.

6. What parental attributes are praised? Are these the attributes that are of importance to mothers or fathers?

7. How does the author personalize the letter by relating her/himself to the parent? Would the personal aspects of this letter make it inappropriate for publication as praise to all mothers or fathers who may read it.

FLICK ON A RITUAL

Focus of Capsule:

Ritualistic acts provide stability to organizations and serve to unify groups or nations. Mass communication has a tremendous impact on national and local rituals. This capsule emphasizes mass communication techniques used for ritual content and media rituals which support social and institutional stability.

Overview of Activities:

Print, film, TV radio and record mediums will be surveyed for ritual content or media rituals. The impact of the rituals for society will be emphasized. Students will view a TV football game and analyze ritual acts. They will write an essay exploring magic rituals. TV's impact on rituals in the family will be explored through role playing (speaking). Finally, the students will listen to satirical analyses of mass media programming.

READING ACTIVITY: RITES OF A FOOTBALL SERVICE

Primary Competency Developed:

D. Formal Ritualized Exchanges in Public and Mediated Settings.

3. Evaluating and initiating, where appropriate, specialized and mediated forms.

Learning Objective:

The students will identify ritualistic devices occurring in printed news reporting and TV sports broadcasts, and how those devices unify the local and national audience.

Description of Activity:

The students will view a broadcast of a nationally televised football, basketball, or baseball game. (A local news broadcast (news-weather-sports), if such a game viewing is not possible, can be used instead.) The purpose of the viewing is to identify the ritualizing functions used by the TV medium, and the student must be required to take notes as s/he watches the program. For example, in the telecast of the football game, one would probably find the use of instant replay, close-ups of the crowd, pretty girls and cheerleaders, the use of a regular announcer and color man, multishots of the same play, slow motion and freeze frame. In a local news cast, ore would probably find the standard sequence of news, weather, editorials, and sports, use of an anchor persen, "chatter" among the newscaster, sports announcer, and weather person, use of filmed videotaped material interspersed with the live broadcast, use of humor or jokes.

The students are then to read a newspaper account of the same event(s), noting what writing conventions were used in the article and how different a "flavor" and emotional impact the newspaper article had than the actual events (whether sports or news).

From their lists and class discussion, a "master chart" of rituals in the TV sports could be made up and posted for all the class to read.

Class Discussion Probes:

D-3 Specialized and Mediated Forms.

1. How do the ritualistic devices identified serve to unify local and national audience members?

2. What effects on American society - especially to young people growing up - do these televised TV sports rituals have?

3. Why do the print media have less of an emotional impact than the electronic media in covering the same event?

LISTENING ACTIVITY: LITTLE NEWS, BIG NEWS

Primary Competency Developed:

D. Formal Ritualized Exchanges in Public and Mediated Settings.

3. Evaluating and initiating, where appropriate, specialized and mediated forms.

Learning Objective:

The students recognize and list differences between local and national programming.

Description of Activity:

Over several days, students will be required to view televised local news reports and national news reports. They should note what content each covered, and what details were given about an event when both kinds of programs covered it. They should listen carefully to the reporters' choice of words, and also to any informal chatter that may occur.

Class Discussion Probes:

D-3 Specialized and Mediated Forms.

1. (Make a two-column list.) What are the characteristics of local TV reporting? of national TV reporting?

2. Where was humor used in the shows?

3. Is the same standard sequence of "news-weather-editorials-sports" used in both local and national reporting? Is it ever broken in either? When? (Crises.)

4. How do audience members come to depend on standard sequence, or ritual, to give them a sense of stability? Is this good?

5. Did any sense of "personal touch" or personality come through in the national or local news shows? How? Is that then a ritual?

6. From which type of show do you feel you gained more details about the news stories?

7. Which type of news broadcast do you prefer? Which would your parents prefer? Why?

WRITING ACTIVITY: IS MAGIC DEAD?

Primary Competency Developed:

D. Formal Ritualized Exchanges in Public and Mediated Settings.

3. Evaluating and initiating, where appropriate, specialized and mediated forms.

Leraning Objective:

The students will analyze film and TV presentations that are fantasy-oriented and explore how fantasy is an acceptable social ritual at times.

Description of Activity:

Students will confront, via writing, an editorial for TV broadcasting, controversial issues in the media.

They should choose one topic to focus on, then spend some pre-writing time watching programs, reading other opinions on the topic, or discussing specific ideas for their viewpoint with other students. The editorial must present a specific point-of-view on the issue and be supported by examples or evidence. (Read aloud; it should last one minute at least.)

Topics may include:

a. Family rituals, as shown in current TV shows, are destroying the concept of the "good family."

b. Ritualistic behavior on today's TV game shows insults the viewer.

c. We need more fantasy and magic in television programming...for delight!

d. Rituals in children's TV shows mislead them about adulthood.

e. Rituals of violence shown in TV shows are too explicit.

C'ass Discussion Probes:

D-3 Specialized and Mediated Forms.

1. How did you gather evidence/examples to support your point-of-view?

2. Do viewers rely on editorials in any way?

3. How was writing for this specific form different than writing an essay?

4. What purposes do editorials serve in expressing a point-of-view to the public?

SPEAKING ACTIVITY: THE TV FAMILY

Primary Competency Developed:

D. Formal Ritualized Exchanges in Public and Mediated Settings.

3. Evaluating and initiating, where appropriate, specialized and mediated forms.

Learning Objective:

The students will identify ways in which TV influences family rituals.

Description of Activity:

The student will read the article "How to Tell Good Guys from Bad Guys" by John Steinbeck found in Coping With the Mass Media, McDougal, Littell & Co. 1972. After reading the article, a class discussion should center on how TV is taking on the responsibilities of parenting (electronic babysitter), how TV follows the ritual of casting people as good or bad (stereotyping), how TV can play the ritualistic role of being the director of family activities.

After reading and discussing the article, the students, drawing on their family experiences, will present short group skits that depict "stereotyped" families going through various rituals related to television. Examples might include scenes such as a family eating a meal in front of the TV, the family sitting in the living room with a broken TV set, family disagreement about what TV program to watch, what is done if company arrives just at a critical moment in a TV program, an important telephone call occurring during a favorite program, several members watching a soap opera, family activity during the commercial break, etc. The scenes may be realistic, serious or humorous.

After each skit have the class discuss:

a. What rituals were involved.

b. Were they accurate.

c. Other rituals which might have been included.

Class Discussion Probes:

D-3 Specialized and Mediated Forms.

1. Why are stereotypes useful? dangerous?

2. Does the ritual of "typecasting" people as "good" or "bad" carry over from TV into viewers' lives? How?

3. What new alternative rituals might a family follow to get away from their TV habits?

4. What do the family rituals shown in current TV shows tell foreign viewers about American family life today...since so many of our shows are shown overseas?

5. Which stories do your grandparents or parents tell about "how it used to be before TV?" What rituals were a part of their entertainment then?

MASTER LIST

ALTERNATIVE CURRICULUM DESIGN IN ENGLISH/COMMUNICATION FOR GRADES 9 AND 10

V. CONTROLLING COMPETENCIES

A. Basic Analysis

1. Determining the persuasive intent

2. Predicting audience reaction to a persuasive intent

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.)

4. Predicting listener reaction to persuasive strategies

B. Utilizing a Controlling Strategy

1. Identifying the rhetorical demands of a strategy (e.g., what is a promise?)

2. Implementing a controlling strategy

3. Adapting the strategy in the light of listener response

C. Applying Logic

1. Determining lines of argument (contentions)

2. Being aware of underlying assumptions and values

3. Employing sound evidence

4. Employing sound reasoning

D. Appealing Emotionally/Ethically

1. Recognizing and using psychological proofs (pathetic proofs)

2. Recognizing and using credibility devices (ethical proofs)

3. Recognizing source bias (self and others)

E. Evaluating the Controlling Message

1. Assessing the effectiveness of the controlling strategy

2. Assessing the ethics of the communicator's stance

BE YOURSELF! EXPRESS YOURSELF! CONTROL YOURSELF!

Focus of Capsule:

Students are exhorted daily to grapple with "self" as if with an alien, often hostile presence. Acceptance or rejection of these frequently contradictory commands from parents, teachers, and society provides developing adolescents with ample causes for anxiety and frustration. Recognition and understanding of the internal and external forces which influence them will help students as they move toward adulthood. Examination of this internal interplay will be the focus of this unit.

Overview of Activities:

This capsule begins with a reading activity which focuses the students' attention on the development of those "voices within" the dark world of the young Helen Keller. The three remaining activities are related to "This is Me" from Carl Rogers' On Becoming a Person. Exploration of the controls operating within the individual, as they developed for Keller and Rogers, provides the basis for the students' reflection upon the bases for control within themselves. Listening to Rogers, speaking on the significance of his "important learnings," and writing on their validity for themselves or on how they might incorporate these ideas into their own lives will provide a structure for this reflection.

READING ACTIVITY: VOICES WITHIN

Primary Competency Developed:

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

2. Assessing the ethics of the communicator's stance.

Secondary Competency Developed:

A. Basic Analysis.

4. Predicting listener reaction to persuasive strategies.

Learning Objective:

Interpreting the theme of the play and relating it to controlling behavior, students will analyze the influence of self-control on relationships with a peer group and authority figures.

Description of Activity:

The students will read the play The Miracle Worker by William Gibson with particular emphasis on Helen Keller's development of language. Additional materials that might be used to expand on this reading include:

Movie: Miracle Worker

Autobiography: The Story of My Life by Helen Keller

Books: Teacher: Anne Sullivan Macy Midstream by Helen Keller

Journal: Helen Keller's Journal

Class Discussion Probes:

Primary Competency:

E-1 Assessing Effectiveness.

1. How did Helen Keller "control" herself before and after she had language capacity?

2. Annie often hears off-stage voices which play an all important role in the play. Who is the boy's voice she hears? Where are the crone's voices coming from? What man's voice does she hear that encourages her to continue to help Helen even after the violent setback in the breakfast room?

E-2 Assessing Ethics.

3. What methods does Annie use to try to persuade Helen to behave? How effective are they? Could you think of other ways she might have controlled Helen?

4. What was Helen's self-concept? Did she consider herself a spoiled, pampered girl surrounded by comfort? Why or why not?

5. What was Annie Sullivan's self-concept? (Especially take into account that she spent a good part of her life in a poor house. She often played with rats instead of toys.)

Secondary Competency:

A-4 Listener Reaction to Strategies.

6. To what extent does Helen plan how she will influence the people around her? What does she do?

7. What is the special signifiance of when she no longer hears the voices at the end of the play? Explain.

LISTENING ACTIVITY: LISTENING TO MYSELF

Primary Competencies Developed:

A. Basic Analysis.

2. Predicting audience reaction to a persuasive intent.

4. Predicting listener reaction to persuasive strategies.

D. Appealing Emotionally/Ethically.

3. Recognizing source bias (self and others).

Secondary Competencies Developed:

C. Applying Logic.

2. Being aware of underlying assumptions and values.

E. Evaluating the Controlling Message.

2. Assessing the ethics of the communicator's stance.

Learning Objective:

Students will understand and appreciate factors involved in not only understanding oneself but also controlling oneself so as to understand how one's relationships with others are largely influenced by one's controlling relationship with themselves.

Description of Activity:

The teacher reads segments which deal with the intrapersonal context of an essay by Carl Rogers entitled "This Is Me" which appears in his book, On Becoming A Person. This essay is a personal reflection on fourteen learnings Rogers has realized through his relationships with himself and with others, the later usually involving dyadic relationships. The teacher informs the students to listen carefully for they will be quizzed on the segments read. Success in this activity relies primarily on skillful listening. The teacher will construct a quiz, either written or oral, in which s/he asks students to identify the form of the learnings, to explain each one in a single sentence, and to answer true-false, or other

objective questions. The quiz should include recall and comprehension questions which explore the controlling strategies explicit or implicit in the essay.

Class Discussion Probes:

Primary Competencies:

A-2 Audience Reaction to Intent.

1. What does Rogers say his purpose is in writing his essay? Why does he think such a statement will be valuable?

A-4 Listener Reaction to Strategies.

2. How do you think Rogers' learnings were accepted when he wrote his essay? How would different groups react to his message today? Are there groups who would disagree with his ideas?

D-3 Source Bias.

3. How does Rogers suggest that one's self concept will determine one's relationships with others.

Secondary Competencies:

C-2 Underlying Assumptions.

4. What does Rogers value in human relationships? What kinds of controlling do these values allow?

E-2 Assessing Ethics.

5. Given Rogers view of himself, what standards would he use to judge how others try to control themselves?

SPEAKING ACTIVITY: I SAY, DR. ROGERS...

Primary Competency Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

Secondary Competencies Developed:

C. Applying Logic.

2. Being aware of underlying assumptions and values.

D. Appealing Emotionally/Ethically.

1. Recognizing and using psychological proofs (pathetic proofs).

Learning Objective:

Using their own experiences, hypothetical situations, or their own observations, students will prepare and present a short speech in which they demonstrate their understanding of the concepts of "self-directed growth" and "self-fulfilling prophecy," their realization of the kinds of messages they send to themselves which actually produce a change in attitude or behavior, and their insights in regards to the Rogerian proposition that they are capable of producing change in their own attitudes and behavior only if they can control themselves self-acceptingly.

Description of Activity:

This activity is to follow completion of the above listening activity involving Rogers' On Becoming A Person. Students will speak about the learning Rogers has realized which most significantly applies to them, the learning of which might be incorporated into their own behavior. Students may choose to look critically at Rogers' insights, discussing their shortcomings or suggesting alternatives to his views. Students may use their own experiences or observations or, if this is uncomfortable, hypothetical situations but should be encouraged to be as precise and complete as possible.

For this activity the teacher may want to provide a text or excerpts from Carl Rogers' "This Is Me," in On Becoming A Person.

Class Discussion Probes:

Before the students share their reactions to Rogers' essay, a class discussion may center around the need for listening acceptingly to a variety of viewpoints. After the speeches, students might comment on:

Primary Competency:

A-1 Intent.

1. According to the speakers, what was Rogers' aim in this essay?

A-3 Strategies.

2. What methods did Rogers use to support his point of view? Did the speakers use or mention these strategies in their speeches?

Secondary Competencies:

C-2 Underlying Assumptions.

3. According to the speakers, how does Rogers view the way people try to influence or persuade others.

D-1 Psychological Proofs.

4. What insights of Rogers seem particularly effective, in the view of the speakers, as a means of balancing the needs of the self and others?

WRITING ACTIVITY: TO WHOM...I'M CONCERNED...

Primary Competencies Developed:

A. Basic Analysis.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

B. Utilizing a Controlling Strategy.

2. Implementing a controlling strategy.

Secondary Competency Developed:

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

Learning Objective:

After recognizing the ability to control their own development and growth as a person, students will decide on the manner in which a plan for personal change can be incorporated in their lives by acknowledging the need for it and constructing a written plan for achieving it.

Description of Activity:

This activity should follow the intrapersonal listening activity involving Rogers' On Becoming A Person. Students will write a short essay about how they can plan to incorporate one of the learnings to improve themselves.

The teacher may wish to make available copies of "This Is Me" for students' scrutiny.

Class Discussion Probes:

Since students may choose to write seriously or personally in response to this assignment, the extent of discussion and sharing of papers with others is expected should be made clear before writing begins. Providing interaction of this sort as an option might work well.

These probes might be of use in a more general discussion of how Rogers' ideas influence individuals.

Primary Competencies:

A-3 Strategies.

1. What are some ways a person could make use of Rogers' suggestions in dealing with conflicts s/he encounters?

B-2 Implementing.

2. What are the most usable suggestions that Rogers has for improving relationships?

Secondary Competency:

E-1 Assessing Effectiveness.

3. How effective have any of Rogers' ideas been if and when you've tried to use them?

WE TWO! WHEE, TOO!

Focus of Capsule:

On whatever level of intimacy, we interact as individual to individual constantly. These dyadic encounters shape the fabric of our days and to a large extent determine their quality. The carping customer, the surly serviceperson, the prying parent, the dull date, even the tedious teacher influence our outlook on life, not always for the better. In this capsule, students will examine the controlling factors in dyadic relationships, both brief and long term, to better their understandings of how they operate and use them to improve their own relationships.

Overview of Activities:

This capsule will begin with reading and writing activities that focus on two ways in which advice and counsel are transmitted between individuals. The students will read the Biblical book of Proverbs to become aware of the origins of much of the "folk advice" transmitted between parent and child, across generations and cultures. Students will then write letters of advice to siblings or friends to convey their own persuasive attempt to change the recipient's behavior. The speaking activity involves students in role playing business telephone calls to develop skills in dealing with typical problems and solving them. The listening activity incorporates a game format in which the student practices memory and feedback control skills to develop questioning techniques.

READING ACTIVITY: PROVERBIAL WISDOM

Primary Competency Developed:

A. Basic Analysis.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

Secondary Competencies Developed:

A. Basic Analysis.

2. Predicting audience reaction to a persuasive intent.

B. Utilizing a Controlling Strategy.

1. Identifying the rhetorical demands of a strategy (e.g., what is a promise?).

Learning Objective:

Students, in groups of two, will be able to discuss parallels between separate cultures' proverbs or maxims using resources such as the Bible.

Description of Activity:

Students will read entire biblical Book of Proverbs. Holy Bible, any modern edition may be used. Consider using a variety of texts and comparing them. Students will identify those verses which are familiar, having first heard them used on other occasions or in another context.

Students may be encouraged to note, discuss or write down modern proverbs as a supplementary activity.

Class Discussion Probes:

Primary Competency:

A-3 Strategies.

1. What are proverbs? How and why do they succeed?

2. How effective are proverbs as a means of controlling behavior?

Secondary Competencies:

A-2 Audience Reaction to Intent.

3. Which proverbs are most familiar to you?

4. Which proverbs are most familiar to your parents?

B-1 Rhetorical Demands.

5. How does the proverb produce the desired behavior?

6. What do these proverbs expect of the believer?

WRITING ACTIVITY: TO WHOM...I'M CONCERNED

Primary Competency Developed:

B. Utilizing a Controlling Strategy.

1. Identifying the rhetorical demands of a strategy (e.g., what is a promise?).

Secondary Competency Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

2. Predicting audience reaction to a persuasive intent.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

Learning Objective:

The students, using effective organization in a letter form,will be able to express advice effectively.

Description of Activity:

As a pre-writing activity, teacher reads or directs reading on Polonius' speech to Laertes in Hamlet, and shares with the class selected passages from advice columns such as Ann Landers and Dear Abby. Class discussion will focus on the likelihood of the receiver taking the advice. Teacher leads discussion to note difference between responses to unsolicited advice such as Polonius' and solicited advice such as found in the columns. Students should discuss considerations that determine one's likelihood of taking advice from a peer or sibling. Students may consider such appeals as power, security, reputation, etc.

Students will then write a letter to a sibling, close friend, or other contemporary to prevent that person from doing something that the writer believes unwise. The advise may be either solicited or unsolicited.

Class Discussion Probes:

Primary Competency:

B-1 Rhetorical Demands.

1. What areas of advice can one safely work in?

2. Is the adviser bound by any "rules" when working in the area of solicited advice? When working in the area of unsolicited advice?

Secondary Competency:

A-1 Intent.

3. What act was the author of the letter seeking to prevent?

A-2 Audience Reaction to Intent.

4. When the audience is identified, what kinds of knowledge can contribute to successful persuasion of that audience?

A-3 Strategies.

5. What kinds of strategies would be successful or unsuccessful in this assignment?

SPEAKING ACTIVITY: TAKE THIS ORDER

Primary Competency Developed:

B. Utilizing a Controlling Strategy.

2. Implementing a controlling strategy.

3. Adapting the strategy in the light of listener response.

Secondary Competencies Developed:

C. Applying Logic.

4. Employing sound reasoning.

D. Appealing Emotionally/Ethically.

1. Recognizing and using psychological proofs (pathetic proofs).

Learning Objective:

Students will learn to express a message clearly while being friendly and courteous in telephone conversation with someone from whom the caller is seeking redress for a faulty product.

Description of Activity:

Students, working in groups of two, should decide upon a product purchased by one and found to be defective. One student should then be the caller and register a complaint about the product with the other student acting as either salesperson or secretary who is authorized to exchange the item for a new one, but must be convinced.

Class Discussion Probes:

Primary Competency:

B-2 Implementing.

1. How did you plan and organize your complaint?

2. How did you introduce the subject?

B-3 Adapting.

3. As the listener responded to some of your comments, how did you adjust your plan of "attack?"

Secondary Competencies:

C-4 Reasoning.

4. What methods of reasoning would work well in persuading the listener?

D-1 Psychological Proofs.

5. What psychological controls will be effective in the communication?

LISTENING ACTIVITY: DON'T YOU DARE SAY THAT TO ME

Primary Competency Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

Secondary Competency Developed:

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

Learning Objective:

Following the viewing of a film based upon dyadic conflict, students will be able to evaluate the conflict on the basis of point of view, strategies used and effectiveness of the control in the film's conclusion.

Description of Activity:

Show a film that dramatizes dyadic conflict. Examples are:

"Pride in Principle" (extract from "Bridge on the River Kwai") BAVI 8813

"Measure of Understanding" BAVI 7816

"Matter of Conscience" (extract from "A Man for All Seasons") BAVI 8794

Prior to the viewing experience, students should be told to look for point of view of the characters in conflict, the basis of the conflict, and the controlling strategies used.

Class Discussion Probes:

Primary Competency:

A-1 Intent.

1. What forces are motivating the two people in conflict?

2. What controlling strategies did each person employ?

Secondary Competency:

E-1 Assessing Effectiveness.

3. Were the controlling strategies effective?

4. What criteria should be employed in evaluating alternative solutions to the conflict?

MOCK TURTLE SOUP
(or-no Dead Ducks in This Bunch)

Focus of Capsule:

Families and teams, friends and club members, committees and co-workers - much of the business of life is transacted in small groups. Constructive participation as a group member while finding ways of maintaining one's individual voice involves the development of persuasive abilities and positive group roles. Learning to wield influence and contribute to the decisions of a group, team, or family constitute the focus of this capsule.

Overview of Activities:

Beginning with a reading activity, the capsule explores conflict and cooperation in a variety of small group settings. The reading of a novel or short story depicting young people in conflict within a peer or family situation opens consideration of group roles and methods of control. The writing of a dialogue by groups of students, in which each creates a character, develops insights into controlling interactions among imaginary characters in conflict situations. Hidden agendas form the focus of the speaking activity and analysis of group interaction via a who-whom matrix sharpens skills in the listening activity.

READING ACTIVITY: INSIDE OF OUTSIDE

Primary Competencies Developed:

A. Basic Analysis.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

C. Applying Logic.

1. Determining lines of argument (contentions).

2. Being aware of underlying assumptions and values.

Secondary Competency Developed:

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

2. Assessing the ethics of the communicator's stance.

Learning Objective:

Students will identify and describe the values and various means of control used in small groups they read about, naming and defending those controlling tactics that could work for the fictional characters in order to gain insights into their participation in small groups.

Description of Activity:

Students will read a work of fiction, novel, short story, or play that depicts young people in conflict with small group or family values. Likely selections the teacher may use include: A Separate Peace, Romeo and Juliet, The Lord of the Flies, The Pigman, To Kill a Mockingbird.

Class Discussion Probes:

Primary Competencies:

A-3 Strategies.

1. What arguments or persuasive strategies did the characters use to advance their positions?

2. What controlling tactics could the main characters or small group represented have used to settle the conflict?

C-1 Lines of Argument.

3. If you were in their "shoes," what decisions or arguments of the main characters would you have changed? How? Why?

C-2 Underlying Assumptions.

4. Have students write down three or four words describing the conflicting values represented by the groups in the reading selection. Some sharing and blackboard listing of class examples would help. For example, the love vs. hate conflict in Romeo & Juliet, the justice vs. prejudice conflict in To Kill a Mockingbird could be offered as starters.

Secondary Competency:

E-1 Assessing Effectiveness.

5. "The best way of understanding others is by studying ourselves. The best way of understanding ourselves is by studying others." Sydney J. Harris, Chicago Daily News. How effective were the people in your reading at using effective controlling strategies?

6. Think about Harris' idea, and tell us what you now "understand" about yourself "by studying others" in this reading about small groups.

E-2 Assessing Ethics.

7. From the reading selections, evaluate a character's ethical proofs. What personal qualities form the basis of his/her persuasive stance?

8. As a class, can we brainstorm items or appeals which might be considered "ethical proofs?"

Audience Context:

1. Could you give examples from your experiences, readings, or the American "scene" which show the same or similar conflicts as suggested above in question #4?

2. What ideas about small groups and their values does the class reading suggest to you?

WRITING ACTIVITY: CREATING CHARACTERS IN CONFLICT

Primary Competencies Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

B. Utilizing a Controlling Strategy.

2. Implementing a controlling strategy.

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

Secondary Competencies Developed:

B. Utilizing a Controlling Strategy.

3. Adapting the strategy in the light of listener response.

C. Applying Logic.

1. Determining lines of argument (contentions).

Learning Objectives:

Students will practice establishing a setting; developing a plot through initial incident, climax and resolution; developing a character; and showing change in attitudes or behavior as a result of the use of motive appeals consistent with the character.

Description of Activity:

Students will operate in small groups to write dialogues in which three or fours characters change their attitudes and/or behaviors through their use of motive appeals and controlling actions. Each student will create one character in a dialogue which takes place in school, at home, or on the job.

As pre-writing activities have students: role play a sample situation; read a short dialogue and, taking one or two character's lines discuss how their personality traits were developed; and use the same or another dialogue to discuss the differences between oral and written language and the techniques writers use to show dialect.

During the pre-writing and writing process, tape recorders may be used as well as frequent oral rehearsal to help students develop an "ear" for dialogue.

Class Discussion Probes:

Each group should read their dialogue aloud and the class should discuss:

Primary Competencies:

A-1 Intent.

1. Identify the characters. What motivated each to behave as s/he did?

B-2 Implementing.

2. How did the character try to control the situation?

E-1 Assessing Effectiveness.

3. What was done to create liveliness and vividness in writing dialogue? Cite examples from these dialogues, indicating why their persuasive tactics were particularly effective.

Secondary Competencies:

B-3 Adapting.

4. Which dialogues showed the most interesting conflict? The most vivid characters? Why? How could the characters have adapted their words and actions to prevent or resolve the conflict earlier?

C-1 Lines of Argument.

5. What methods did the characters use to advance their positions? What arguments?

SPEAKING ACTIVITY: JUMP RIGHT IN AND HIDE

Primary Competencies Developed:

A. Basic Analysis.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

4. Predicting listener reaction to persuasive strategies.

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

Secondary Competencies Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

B. Utilizing a Controlling Strategy.

2. Implementing a controlling strategy.

Learning Objective:

Recognizing and performing task and supporting roles in small group task situations, students will demonstrate their ability to deal with self-serving roles in ways that reveal their understanding of how hidden agendas can control group functioning.

Description of Activity:

1. The teacher introduces the idea of task roles (e.g., questioner, initiator, summarizer), supporting roles (e.g., harmonizer, tension-reliever, etc.) and self-serving roles (e.g., blocker, withdrawer, playboy/girl, etc.) in group process.

2. The class breaks into groups of 6-7 to role-play a school-oriented task situation i.e.,

   a. committee to plan student government.

   b. committee to select dance theme.

   c. committee to plan homecoming activities.

3. Students are given role cards containing names, personality characteristics, function in situation, i.e., cheerleader, president of class, yearbook editor, etc., as well as the task, supporting, or self serving roles they are to play. Same cards should be used for each group. One student is also given the hidden agenda to establish a positive relationship with someone whom s/he would like to date.

4. As a variation, groups can be asked to pair off to observe the discussions of other groups which could be the subject of a listening or writing exercise.

Pfeiffer and Jones - Handbook of Structured Experiences fo. Human Relations Training. Vols. I, II, and III available from University Associates Press, Box 615, Iowa City, IA provide many excellent group activities which can be adapted for classroom use.

Class Discussion Probes:

Primary Competencies:

A-3 Strategies.

1. What communication strategies have the persons with hidden agendas used?

2. What additional strategies could the person with a hidden agenda have used?

3. What communication strategies could be used to deal with hidden agendas in groups?

A-4 Listener Reaction to Strategies.

4. What effects might the alternative strategies for dealing with the hidden agenda (question 3 above) have on the group?

E-1 Assessing Effectiveness.

5. To what degree was the hidden agenda achieved?

6. What were the effects of the various task and supporting role strategies used?

7. What were the effects of self-serving role strategies on the group's success at the task?

Secondary Competencies:

A-1 Intent.

8. What was the hidden agenda? Who had it?

B-2 Implementing.

9. How has the hidden agenda affected the success of the group at its task?

LISTENING ACTIVITY: AND THEN JOHN SAID TO SARAH...

Primary Competency Developed:

A. Basic Analysis.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

Secondary Competency Developed:

B. Utilizing a Controlling Strategy.

1. Identifying the rhetorical demands of a strategy (e.g., what is a promise?).

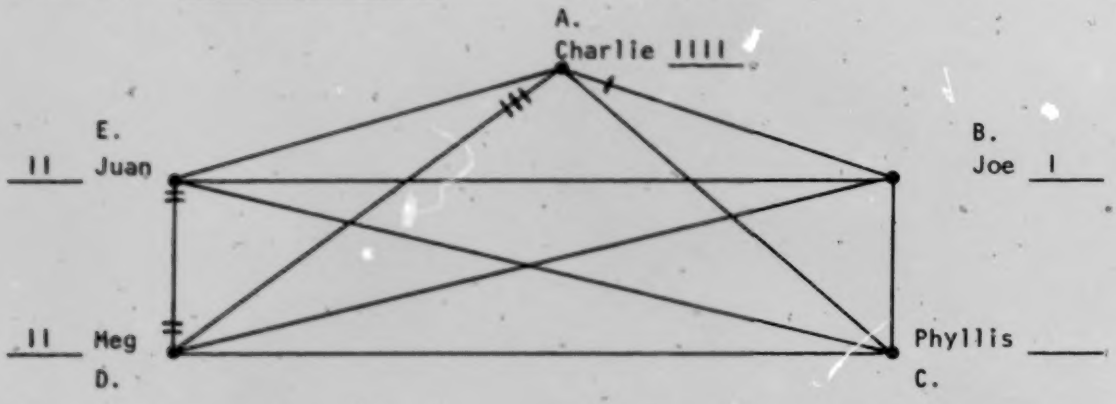
2. Implementing a controlling strategy.

Learning Objective:

Students will use one of two coding systems to analyze the behavior of participants in a small group, describing each one's controlling strategies from the perspective of the coding system they use.

Description of Activity:

Each group participating in a discussion during the controlling activity for small group speaking will be required to analyze the interaction of another group engaging in discussion. Half the group (working independently) construct a who-to-whom matrix such as the following:



To group:

A ____
B ____
C ____
D II
E ____

- Dots represent each group member.
- Lines indicate their communication.
- One slash mark is made for each communication directed toward another member of the group on their line, closest to the person's name who was the source.

Instructions:

Each time a person speaks, place a check mark near the name of the person addressed. In the model above, A talked to B one time. B did not answer and neither B nor C spoke. D addressed two remarks to E, and E addressed two remarks to D. D also spoke to the entire group twice. If a person addresses a remark to the whole group, a mark should be placed in the "to group" column.

The other half of the group (working independently) will construct a communication content matrix such as the following:

Names	Asks Questions	Gives Support	Contradicts	Evaluates	Makes Procedural Statement	Gives Information or Opinion
Charlie	𝍸 𝍸 III	𝍸	I	𝍸	II	𝍸
Meg	𝍸 𝍸 𝍸	𝍸 III		III	𝍸 𝍸 𝍸 II	𝍸 𝍸 III
Juan	𝍸 III	𝍸 𝍸 II		𝍸	II	𝍸 𝍸 III
Joe	I		𝍸 𝍸	𝍸 I 𝍸 I	𝍸	𝍸 II
Phyllis	III	𝍸 II	III	𝍸 III	III	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 II

Instructions:

Each time a person makes a statement (an utterance uninterrupted by another person), place a mark (I) under the appropriate column heading. In the example above, speaker C asked for information 3 times and gave 3 negative reactions

Matrices from Galvin and Book, Person to Person: An Introduction to Speech Communication, pp. 158-160.

Class Discussion Probes:

Primary Competency:

A-3 Strategies.

1. What were the most frequently used controlling strategies?
2. What, if any, hidden agendas emerged during the discussion? How do your charts show this?

Secondary Competency:

B-1 Rhetorical Demands.

3. What types of appeals did participants use to advance their positions? What demands did these place on the group?

B-2 Implementing.

4. What were the most frequently used lines of communication? What does this tell us about the way group members controlled the group's direction?

CONVINCING THE CROWD

Focus of Capsule:

This capsule considers the rhetorical strategies that speakers and writers can use to influence a relatively large audience. Attention is given to logical, emotional, and ethical appeals in obtaining audience agreement.

Activities are designed to develop critical reading and listening skills of students so as to improve their verbal abilities to use three major appeal devices when seeking to enlist the support of an audience.

Overview of Activities:

The capsule begins with the reading of passages from JULIUS CAESAR in which speakers are seeking to influence audience beliefs. Students should be asked to look for major types of appeals and speaker attempts to establish or build credibility. Writing activity will expect students to function much as Brutus and Anthony did in JULIUS CAESAR, justifying themselves in essays from the point of view of unpopular historical figures. Such essays should contain strong appeals to emotions and direct attempts to enhance the credibility of the historical figure. Listening activities involve oral reading or newspaper editorials in which students identify major claims being advanced and major proofs used to support the claims. In the speaking activity, students will prepare oral presentations on controversial social issues that include logical, emotional and ethical forms of development in pursuit of audience acceptance.

READING ACTIVITY: FRIENDS, ROMANS, COUNTRYMEN LEND ME YOUR EARS

Primary Competency Developed:

A. Basic Analysis.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

Secondary Competencies Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

B. Utilizing a Controlling Strategy.

1. Identifying the rhetorical demands of a strategy (e.g., what is a promise?).

C. Applying Logic.

1. Determining lines of argument (contentions).

Learning Objective:

Given appropriate information regarding the components of persuasive speech, each student will analyze three types of appeals within the persuasive speech category and explain how the audience is being influenced.

Description of Activity:

Students will read selected passages in JULIUS CAESAR that depict the speaker attempting to control others. (Suggested passages include Brutus to the Crowd -- Act 3, Sc. 2, Anthony to the Crowd -- Act 3, Sc. 2.) Reading will be in preparation for discussion and identification of persuasive techniques utilized in advancing the central proposition.

Class Discussion Probes:

Primary Competency:

A-3 Strategies.

1. Identify any logical appeals which appear in the speeches studied. Explain in what way the appeal would seem "logical" to the audience.

2. How did each speaker influence the crowd with his/her ethical honesty? Explain how the appeal would seem to enhance the speaker's ethical "integrity." Which speaker seems most ethically credible?

3. In what ways did the speakers prey upon the emotions of the crowd to enhance their purposes of persuading the listeners? Name at least one example of emotional appeal from the materials read.

Secondary Competencies:

A-1 Intent.

4. What seems to be the persuasive purpose that caused Brutus and Anthony each to address the crowd?

B-1 Rhetorical Demands.

5. What did each speaker wish the audience to believe or do at the conclusion of their speeches? How did each accomplish his/her task differently from that of the other?

C-1 Lines of Argument.

6. Did either speaker utilize evidence in advancing his/her argument?

7. Did either use fallacious reasoning? Please identify the lines illustrating fallacious reasoning.

WRITING ACTIVITY: VICTIMIZED VILLAINS

Primary Competency Developed:

D. Appealing Emotionally/Ethically.

2. Recognizing and using credibility devices (ethical proofs).

Secondary Competencies Developed:

C. Applying Logic.

1. Determining lines of argument (contentions).

D. Appealing Emotionally/Ethically.

1. Recognizing and using psychological proofs (pathetic proofs).

Learning Objective:

Following class discussion, students will each select an historical or literary character and utilize specific ethical proofs--list qualifications, show good will, demonstrate sound character--to increase credibility, thereby justifying a certain behavior of that person.

Description of Activity:

Class discussion regarding point of view includes students understanding both ethical and emotional (sympathetic) explanations for one's actions in situations where those activities are generally viewed negatively. Each person attempts to find reasons acceptable to others for those actions by playing on the character's integrity and by gaining sympathy for him/her. Students are asked to place themselves in the position of an historical or literary personality whose actions are generally viewed negatively, as in the classroom discussion, then write a justification for that character's actions as a refutation of the historical view. One might select Dracula, Custer, Richard Nixon, Sitting Bull, Aaron Burr, Attila the Hun, or others.

The audience is the reader of history.

Class Discussion Probes:

Primary Competency:

D-2 Credibility Devices.

1. What resource materials did you find helpful as you sought to assume the character's point of view?

2. What emotional (ethical) proof did you use? Did others use? In which cases (and why) did you find yourself sympathetic?

Secondary Competencies:

C-1 Lines of Argument.

3. What lines of argument were advanced in your essay? In those of others? What, specifically, did you contend was your justification for the deed historically deemed undesirable? How did others do it?

D-1 Psychological Proofs.

4. What pathetic (emotional) appeals did you intend to utilize when writing your essay? Describe what made the appeals of another particularly successful.

Audience Content:

1. Were any of the refutations successful in demonstrating to you that a villain had been victimized by historians? How?

LISTENING ACTIVITY: THE EDITORIAL AS PERSUASIVE GENRE

Primary Competency Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

Secondary Competencies Developed:

C. Applying Logic.

2. Being aware of underlying assumptions and values.

A. Basic Analysis.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

Learning Objective:

By the end of this activity, each student will be able to listen carefully enough to newspaper editorials that they can select the major claim being made within the piece and explain any hidden assumptions which may be made.

Description of Activity:

Newspaper editorials read by the teacher should be analyzed by the students (audience). Prior discussions should focus on intent of the editorial upon its readers/listeners, assumptions which the writer is expecting the audience to accept, and types of appeals (emotional, logical, ethical) which are used. This activity will build on previous exercises by expecting students to master the listening skills necessary to perform the basic analysis of a type of persuasive prose.

Advise students to listen for main proposition (intent/claim), givens (assumptions), and supporting arguments and evidence, ethical, emotional and logical appeals.

Class Discussion Probes:

Primary Competency:

A-1 Intent.

1. What did the authors want you to believe or do?

2. What possible kinds of audiences would you believe might fit with the kinds of intents that seem to be basic to this essay?

Secondary Competencies:

C-2 Underlying Assumptions.

3. What hidden assumptions--those things which the author expects us to accept--can you infer from each editorial?

A-3 Strategies.

4. Which editorial contains the strongest ethical emphasis?

5. Which editorial most effectively appeals to one's motives? Emotions?

6. What editorial(s) use logical proof most effectively?

7. What five statements describe the essential nature of the editorial genre?

SPEAKING ACTIVITY: IN MY OPINION...

Primary Competency Developed:

B. Utilizing a Controlling Strategy.

2. Implementing a controlling strategy.

Secondary Competency Developed:

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

Learning Objective:

Each student will present an organized two-minute editorial speech advocating a minority viewpoint then subsequently explain, in response to questions, additional support for the chosen viewpoint. Major criteria for success will be that the audience can accept and not destroy the viewpoint put forward.

Description of Activity:

Students will each prepare and present a two-minute editorial speech in an organized way so that an audience can follow the argument advocating a minority viewpoint. Classmates will listen to the speech and question the speaker regarding his/her viewpoint, then evaluate the success of the presentation and defense through class discussion.

Class Discussion Probes:

Primary Competency:

B-2 Implementing.

1. Will your speech reflect a minority viewpoint?
2. Can you identify feelings, motives, emotions which can be appealed to in your presentation?
3. What role will verbal and non-verbal delivery play in persuading your listeners?
4. What pattern of organization will you employ in your presentation?

Secondary Competency:

E-1 Assessing Effectiveness.

5. Which speaker(s) were most successful in establishing or building credibility?

6. Which speaker(s) advanced the most convincing arguments in their speeches?

7. Which speaker(s) captured your attention in their introductory remarks?

8. Which speaker(s) most successfully achieved psychological closure?

9. Which speaker(s) were most successful in responding to questions and defending their viewpoints?

DO THE MEDIA MANIPULATE?

Focus of Capsule:

In this capusle, the students will consider the role of the broadcast industry as a source of persuasive messages through editorials and public service announcements.

Overview of Activities:

The students will read the reasons for the creation and later rejection of the Mayflower Decision. The student will then consider the proper role of the media as sources of editorials. In addition, the students will write editorials that reflect the use of controlling strategies and refute actual points of view presented by radio or TV stations. The students will also listen to examples of radio public service announcements and identify the position advocated; the logical, emotional and ethical proofs employed; and other devices used such as vocal characteristics, music and sound effects. Finally, the students will write their own public service announcements, utilizing the techniques identified in professional examples.

READING ACTIVITY: THE PUBLIC INTEREST VS. FREE SPEECH

Primary Competency Developed:

C. Applying Logic.

1. Determining lines of argument (contentions).

2. Being aware of underlying assumptions and values.

3. Employing sound evidence.

Secondary Competencies Developed:

D. Appealing Emotionally/Ethically.

2. Recognizing and using credibility devices (ethical proofs).

3. Recognizing source bias (self and others).

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

Learning Objective:

Given an article, the student will be able to identify arguments pro and con for broadcast editorializing, and express a personal philosophy regarding the proper persuasive role of broadcasters.

Description of Activity:

Students will be given a copy of an article from Frank Luther Mott's "News Controls" in Mass Media Communication concerning the implementation and later removal of the Mayflower Decision. After reading the article, the students will identify the main idea set forth in the Mayflower Decision. They will also identify the arguments used in support and in objection to this decision. They will conclude by expressing a personal philosophy regarding the persuasive role of broadcasters. It is suggested that the teacher play tapes of local radio and TV editorials for students to react to.

Class Discussion Probes:

Primary Competency:

C-1 Lines of Argument.

1. What reasons were given in the Mayflower Decision for forbidding editorializing on the part of individual stations?

2. What reasons were given for the repeal of the law?

C-2 Underlying Assumptions.

3. What part of the communication act did the Mayflower Decision deny?

4. What underlying values did the supporters or objectors to the Mayflower Decision feel were being undermined? (Freedom of speech, etc.)

5. What is the meaning of "free speech" and "the public interest?"

6. What assumptions are made concerning the acceptance or "gullibility" of the audience in the Mayflower Decision?

C-3 Evidence.

7. What basic changes came about after World War II that lead to an objection to the Mayflower Decision?

Secondary Competencies:

D-2 Credibility Devices.

8. How could the broadcaster use personal ethos in a harmful way?

D-3 Source Bias.

9. Why would broadcasters be biased in favor of repeal of the act?

E-1 Assessing Effectiveness.

10. After listening to and viewing examples of local broadcasters editorializing, how effective did you think they were in terms of persuading you to their point of view?

11. Do you believe radio and television broadcasters should editorialize?

WRITING ACTIVITY: FIGHTING BACK

Primary Competencies Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

B. Utilizing a Controlling Strategy.

2. Implementing a controlling strategy.

C. Applying Logic.

1. Determining lines of argument (contentions).

Secondary Competencies Developed:

D. Appealing Emotionally/Ethically.

1. Recognizing and using psychological proofs (pathetic proofs).

2. Recognizing and using credibility devices (ethical proofs).

3. Recognizing source bias (self and others).

E. Evaluating the Controlling Message.

2. Assessing the ethics of the communicator's stance.

Learning Objective:

Given examples of recent broadcast editorials, students will be able to write an editorial expressing a "different opposing position."

Description of Activity:

The instructor will provide audio or videotaped recent broadcast editorials. Students will choose one they disagree with, then write an editorial of comparable length expressing a "different opposing position." The students will choose one editorial for each taping to be sent to the appropriate radio or television station.

Class Discussion Probes:

Primary Competencies:

A-1 Intent.

1. What was the broadcaster's proposition?

B-2 Implementing.

2. How would you phrase a controlling proposition, that directly counters the broadcaster's proposition?

C-1 Lines of Argument.

3. What agruments supported the broadcaster's proposition?

4. What possible arguments support your proposition?

Secondary Competencies:

D-1 Psychological Proofs.

5. Did the broadcaster's editorial appeal to any of the audiences emotions?

6. Did your editorial appeal to any emotion?

D-2 Credibility Devices.

7. What ethical proofs did the broadcaster use? the broadcaster's or anyone else's popularity? or position of authority?

D-3 Source Bias.

8. Did you recognize any personal bias in the broadcaster's editorial?

9. Does your background, job, or activities, etc. influence your feelings?

E-2 Assessing Ethics.

10. Did you recognize any untruths in the editorial?

LISTENING ACTIVITY: SUPPORT YOUR LOCAL TURKEY PLUCKERS ASSOCIATION

Primary Competencies Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

C. Applying Logic.

1. Determining lines of argument (contentions).

4. Employing sound reasoning.

Secondary Competencies Developed:

D. Appealing Emotionally/Ethically.

1. Recognizing and using psychological proofs (pathetic proofs).

2. Recognizing and using credibility devices (ethical proofs).

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

Learning Objective:

Given examples of radio and television, public service announcements, students will analyze and evaluate the effectiveness of announcements using criteria focusing on content and form:

a. belief or action proposed,

b. audience,

c. proofs,

d. special effects; and,

e. overall effectiveness.

Description of Activity:

The teacher should pre-record sample radio/or television public service announcements. After familiarizing the class with the nature and purpose of such announcements, the public service announcements should be played for the class. The class discussion probes include these concerns: persuasive intent, lines of argument, such as proofs and propaganda techniques.

Note: Announcements will need to be repeated several times.

Class Discussion Probes:

Primary Competencies:

A-1 Intent.

1. What idea, belief, or action was advocated in each public service announcement?

2. What words or idea patterns developed these intents? or purposes?

3. What general concerns do public service announcements seem to focus upon?

4. Who was the intended audience? How did you ascertain this?

C-1 Lines of Argument.

5. How did the announcement attempt to persuade you? What arguments are used?

6. What additional arguments might have been more effectively used?

C-4 Reasoning.

7. What reasons did the announcements give to support their line of arguments?

Secondary Competencies:

D-1 Psychological Proofs.

8. What emotions did the announcements try to arouse in their audiences? Can we list them on the chalkboard?

9. What other effective appeals, claims, or propaganda techniques could have been used?

D-2 Credibility Devices.

10. Did the announcement use any famous person to give the message? And, was this person's expertise or fame related at all to the message?

E-1 Assessing Effectiveness.

11. Why was a particular announcement effective or ineffective in convincing you?

12. What were the most effective devices/techniques used by the announcements? Were some matters of content? (Arguments, reasons, etc.?) Were some matters of form? (Voice quality, pitch, volume, music, special sound effects, etc.)

13. If you were asked to rewrite a particular announcement, which would you choose and describe how you would re-cast it?

SPEAKING ACTIVITY: THIS ANNOUNCEMENT WAS BROUGHT TO YOU BY THE SOPHOMORE COMMUNICATION CLASS

Primary Competencies Developed:

A. Basic Analysis.

1. Determining the persuasive intent.

3. Identifying possible persuasive strategies (commanding, offering, suggesting, etc.).

B. Utilizing a Controlling Strategy.

2. Implementing a controlling strategy.

C. Applying Logic.

1. Determining lines of argument (contentions).

D. Appealing Emotionally/Ethically.

1. Recognizing and using psychological proofs (pathetic proofs).

2. Recognizing and using credibility devices (ethical proofs).

Secondary Competency Developed:

E. Evaluating the Controlling Message.

1. Assessing the effectiveness of the controlling strategy.

Learning Objective:

Given the format for creating a public service announcement, the students will be able to plan and produce a 30-second audio-recorded public service announcement.

Description of Activity:

Working in dyads or triads, students will plan and produce 30-second audio-recorded public service announcements. The spot announcements should be played before the entire class. Should the teacher desire, awards may be given for outstanding achievement (e.g., best actor, best script, best sound effects, etc.).

Class Discussion Probes:

Primary Competencies:

A-1 Intent.

1. What would you like to persuade an audience to do or to believe in a public service announcement?

A-3 Strategies.

2. Would your message "sell" better as a suggestion "soft sell" or a command "hard sell?"

B-2 Implementing.

3. What persuasive techniques did you use?

C-1 Lines of Argument.

4. What logical proofs did you use?

D-1 Psychological Proofs.

5. Did your public service announcement try to arouse any emotion in the audience?

D-2 Credibility Devices.

6. What ethical proofs did you use?

Secondary Competency:

E-1 Assessing Effectiveness.

7. Who were the apparent audiences for these messages?

8. Were the public service messages about important concerns of today's audience?

9. Was the use of voice effective in terms of clarity, volume, variety of pitch and style?

10. Was sound and music used effectively?

FOOTNOTES

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[15]Barbara Sundene Wood, Editor, Development of Functional Communication Competencies, Grades 7-12, ERIC/Clearinghouse on Reading and Communication Skills, Urbana, Illinois, and Speech Communication Association, Annandale, Virginia.

Appendix A

READING

Secondary school language arts teachers sometimes view reading instruction as the role of the primary and intermediate teacher, or perhaps, for slow learners, of the special education teacher or reading specialist. To this group, literature is the subject matter of the junior and senior high school English class. Most of us realize, however, that not all reading skills are mastered by all students to a great enough extent to permit fluent, meaningful reading at the grade levels which they have reached. So literature at the secondary level must have a skills component as well.

This basic skills curriculum provides a wide variety of experiences across the reading spectrum. Here literature is not confined to belles lettres, but includes any writing with communicative intent. Class Discussion probes are designed to strengthen those reading skills most likely to be developing at the ninth and tenth grades. In most activities, a range of selections has been suggested so that the teacher can use materials at hand or choose others more suitable for the student reading level in the class. In some cases, the teacher may choose a work not listed in the curriculum but aligned with the requirements of the activity. The Class Discussion probes are designed to be applicable to many works.

The curriculum offers motivation which makes reading enjoyable and emphasizes through the probes that one reads for meaning and aesthetic impact. Among the skills stressed in the probes are: 1) reading for central thought and main ideas, 2) sensing implicit meaning, and 3) recognizing organizational patterns; distinguishing between literal and figurative expressions; drawing inference; interpreting figures of speech accurately; distinguishing fact from opinion; interpreting a writer's purpose, bias, point of view and reliability; determining mood and tone; sensing ambiguity; and recognizing fallacious reasoning.

To supplement the reading content of this curriculum, teachers should feel free to read aloud to students so that they can hear intonation patterns. They should encourage students to visualize what is being read. They should utilize film and video tape to give students an opportunity to "read" in another visual medium. Since television and film are becoming increasingly important in communication, forming an ever larger percentage of the total language arts experience, a reading curriculum cannot ignore visual literacy. Other possible approaches include using student-written materials to stimulate interest and encouraging the reading of materials such as comics, magazines, catalogs, etc., which have high interest but would not normally be part of a literature class.

The following resources provide excellent suggestions for developing basic reading skills:

Allen, P. David and Dorothy Watson. Findings of Research in Miscue Analysis: Classroom Implications, NCTE. (This reference is very useful in suggesting ways of helping students with poor reading skills by diagnosing the reasons for the problem.)

Moffett, James and Betty Wagner. Student Centered Language Arts and Reading, K-13. Houghton Mifflin.

Pearson, P. David and Dale D. Johnson. Teaching Reading Comprehension. Holt Rinehart Winston.

Strang, McCullough, Traxler. The Improvement of Reading, 4th edition. McGraw-Hill.

Appendix B

WRITING

The National Council of Teachers of English produced the following operational definition of writing:

> Writing is the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and often, longer units of discourse. The process requires the writer to cope with a number of variables: method of development (narrating, explaining, describing, reporting, persuading); tone (from very personal to quite formal); form (from discovering and expressing personal feelings and values to conducting the impersonal "business" of everyday life); possible audiences (oneself, classmates, a teacher, "the world"). Learning to write and to write increasingly well involves developing increasing skills and sensitivity in selecting from and combining these variables to shape particular messages. It also involves learning to conform to conventions of the printed language, appropriate to the age of the writer and to the form, purpose, and tone of the message.
>
> Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping our perception of the world and our relationships to people and things in that world. Thus, writing serves both public and personal needs of students, and it warrants the full, generous, and continuing effort of all teachers.

This alternative curriculum design accepts the currently prevalent view that learning to write requires frequent writing; however, a good writing program assures that writing is <u>taught</u> rather than merely assigned. The writing activities provided in the various capsules provide the motivation so important in successful writing. They also suggest the audience and purpose for the writing. But in most cases, except for specific writing techniques germane to a particular activity, teachers must use their expertise to assure that students know <u>how</u> to write.

Students should be aware of and use the important pre-writing strategies of observation, contemplation, exploration through use of heuristic devices, and consideration of audience and purpose in the choice and restriction of the subject.

They should recognize that any act of writing is essentially creative. Although the curriculum provides a rich variety of written forms, the student should understand the differences in approach required by such forms as narrative, expository, argumentative, descriptive, etc. They should also master the arrangement and stylistic skills which are common to all written forms.

Not every piece of writing will demand editing, but students should understand and apply the important techniques of adding, deleting, substituting, moving, and combining. Revision should be seen as a major feature of writing. Requiring thorough editing of every paper may discourage student writing. Some writing activities need to be simply enjoyable experiences from which some single significant understanding or skill arises. Teachers must provide contexts wherein a reason for careful editing is evident. These might include displaying of student work, publishing stories or articles in school papers or literary magazines, submitting compositions to writing contests, sending actual letters to individuals or corporations, and writing letters to the editors of local newspapers.

Like editing, proofreading for spelling and mechanics is an important skill. Employers frequently cite weakness in this area as one of the most serious deficiencies of their employees. Again, contexts which make the student feel the importance of accuracy will provide the necessary motivation.

Student writing must be evaluated, but that evaluation needs to go beyond a concern for spelling, mechanics, usage, and grammar. Holistic methods of evaluation can be used frequently ranging from global assessments to primary trait scoring. A cumulative sample of a student's writing which follows him/her from class to class can provide a useful resource for assessing student progress. Each student wants and needs to know how he/she is doing. This does not mean,

however, that every paper must receive a grade. Oral reading of compositions in dyads, small groups, or before the class makes available the spontaneous responses of a wider audience than that of the teacher. This kind of evaluation permits the student to compare his/her intended effect with his/her actual effect.

Finally, teachers who practice writing as a craft are likely to be better teachers than those who don't. At least occasionally, they should write the required assignments and so demonstrate the skills they expect of students.

The following resources provide useful background in writing as well as specific activities and methods useful in developing the above writing competencies.

Bernhardt, Bill. Just Writing: Exercises to Improve Your Writing. Teachers and Writers. New York, New York.

Cooper, Charles and Lee Odell. Evaluating Writing: Describing, Measuring, Judging. National Council of Teachers of English.

Direct Measures of Writing Skill: Issues and Applications. Northwest Regional Laboratories, Portland, Oregon.

Koch, Carl and James M. Brazil. Strategies for Teaching the Composition Process. National Council of Teachers of English.

Moffett, James and Betty Jane Wagner. Student Centered Language Arts and Reading, K-13. Houghton Mifflin.

Stewig, John. Exploring Language with Children. Merrill.

Appendix C

SPEAKING

The speech communication activities incorporated into this curriculum reflect a broad, contemporary perspective of the discipline. "Speech" instruction has traditionally been concerned with teaching students how to give speeches. "Speech communication" instruction, however, is concerned with interaction of people in dynamic and diverse communication situations - informal, everyday interactions as well as public speaking situations. This curriculum involves students in a wide variety of communication situations:

intrapersonal - communication with self

interpersonal/dyadic - communication with one significant other person.

small group - communication between 2-10 people who have a common goal.

public - communication before a large, live, audience.

mass communication - communication to a large, heterogeneous, anonymous audience, usually mediated by print or electronic means.

The activities are designed to involve students in interactions where they can utilize a variety of message strategies, examine the criteria they use to select the strategies, and evaluate the effectiveness and appropriateness of the communication. Make use of the class discussion probes! These activities will be useless unless students can discuss what happened, why, and what the implications for future behaviors are.

Before students can implement and evaluate their communication choices, however, they need to understand important concepts related to communication and to the specific activity. While many of the discussion probes include questions which relate to these concepts, a content outline of what concepts should be taught is not included. Teachers who use this curriculum may need to introduce the important concepts to the students prior to their participation in the activities. (Some activities are designed, however, to be inductive learning experiences.)

A major component to successful speech communication experiences for students is the development of an open and honest communication atmosphere in the classroom. Students will be more likely to express ideas and feelings to the class if they feel secure and unthreatened. Students should not be graded on every oral exercise. In fact, most intrapersonal and dyadic experiences should not be graded. When students are to be graded on an oral activity, they should be given ample opportunity to practice the activity and receive feedback from peers and the teacher prior to the graded "performance." Again - students should not be asked to do something they have not been taught how to do. A valuable pre-teaching tool is the use of examples. When you use examples to teach skills, use outstanding examples. Students should be asked to imitate excellence not mediocrity.

To summarize, essential elements in teaching speech communication include:

1. developing an understanding of concepts of communication.
2. providing outstanding examples for students to imitate.
3. providing ample opportunity to practice oral behaviors.
4. developing an open and honest communication atmosphere in the classroom.
5. allowing students to evaluate their own oral behaviors.

Any teacher who wishes to teach this curriculum must have an understanding of concepts related to interpersonal communication, intrapersonal communication, communication theory, small group dynamics, public speaking, drama, oral interpretation, and mass communication. The following resources are highly recommended for teachers who wish to gain knowledge in these areas:

Wisconsin Department of Public Instruction Curriculum Guides

A Resource Curriculum in Film

A Resource Curriculum in Broadcast Media

A Resource Curriculum in Interpersonal Communication

A Resource Curriculum in Public Address

These guides contain exclusive content outlines, activity suggestions, and bibliographies.

Allen, Parish, and Mortensen, Communication: Interacting Through Speech.

Allen, Willmington, and Sprague, Speech Communication in the Secondary School.

Book and Galvin, Instruction in and About Small Group Discussion. Available from Speech Communication Association.

Holliday, Mina, Teaching Speech Today, National Textbook Company.

Hansen, Brian, A Curriculum Model for Theatre in Aesthetic Education, CEMREL.

Michigan Speech Association Curriculum Series. Available through National Textbook Company.

Weiss, Lisbeth, "Annotated Bibliography of State-Sponsored Curriculum Guides in Speech Communication, Drama/Theatre, and Mass Media," found in ERIC System, check Resources in Education, May 1980.

Appendix D

LISTENING

People spend more time listening than any other communication activity. Research indicates that we spend 45% of our communication time listening. In contrast, only 8% of instructional time in schools is spent teaching listening. Thus, the most used communication skill is the least taught usually because most teachers are simply not trained to teach listening. Moreover, English and speech texts have often omitted listening materials and activities. While there is no substitute for wide reading and inservice training, the following information about the listening process and listening instruction provides helpful background.

Instruction in listening has two major goals:

1. To create an awareness of those factors that affect listening effectiveness.
2. To provide the kind of aural experiences that can produce good listening habits.

"Shut up and listen" is <u>not</u> listening instruction.

Hearing is <u>not</u> listening. Listening is a complex process that involves sensing, interpreting, evaluating, and responding to a message.

Sensing

The sensing process involves attending to and concentrating on oral and non-verbal messages. Since we often listen in an atmosphere full of distractions, both external and internal, a key skill is the ability to overcome distractions and concentrate on a specific message. Games such as Concentration, Simon, Copy Cat, Master Mind, and Memory are excellent skill-building tools for concentration. Compressed speech exercises can also be used. Sound and sight activities foster increased awareness of multiple sounds, the array of non-verbal cues, and a need for selective attention.

Interpreting

Interpretation involves attaching meaning to messages. A listener's purpose is to understand the message as the speaker intended it. The inter-

pretation process includes attaching correct meanings to words and non-verbal cues, choosing main ideas and supporting details, understanding the relationship between main ideas and supporting material, and asking clarifying questions. Activities that build vocabulary, non-verbal awareness, questioning and organizational skills can improve students' abilities to interpret aural messages correctly.

Evaluating

Evaluative listening is the most difficult to teach because it requires sensitivity to the appropriateness and extent of evaluation for specific situations. To illustrate, critical listening although vital in informative and persuasive situations is necessarily absent from empathic and appreciative listening situations. The critical listener understands methods of argumentation, reasoning, fallacies, insufficient evidence, and propaganda devices. Teaching students how to create informative or persuasive messages will not necessarily ensure their becoming critical listeners. Therefore, teachers can develop and use specific exercises requiring students to listen carefully in order to evaluate the accuracy and completeness of information, evidence, and reasoning within persuasive and informative messages.

In contrast, the empathic listener is non-evaluative, withholds judgment at appropriate times, and uses questions and non-directive statements which allow the speaker to clarify and express feelings. "Rogerian" listening exercises can help students develop non-directive and non-evaluative responses when listening.

The appreciative listener is taught to identify and appreciate excellence in a specific oral genre and to evaluate a performance's style and beauty. The appreciative listener enjoys listening to and becomes involved with creative expression. The overly critical listener is unable to enjoy the inherent beauty in an aural art form.

The most vital concept to teach about evaluation is that people need and want to be understood and appreciated, not criticized. Consequently, listeners

need to focus their energies first on affirming the speaker by paying attention to the message, second on understanding the message, and finally, if appropriate, on evaluating the content of the message, not the speaker.

Responding

The response component of listening has three dimensions: reaction, recall, and response. Reaction is the immediate non-verbal reaction a listener gives to a speaker. Absense of non-verbal feedback can have a negative effect on a speaker's ability to communicate and can consequently undermine the quality of the interaction. Non-verbal feedback can indicate agreement, comprehension, interest, concern, liking, etc. Students need to become aware of the importance of non-verbal reaction and learn to provide appropriate non-verbal feedback.

Recall is extremely important for all elements of listening. A person cannot properly comprehend, evaluate, or respond to a message if s/he cannot remember what is being said from one moment to the next. Short and long term memory can be developed in the classroom. Activities from the Memory Book by Lucas and Lorayne, How to Remember Names by Dale Carnegie, identification, concentration exercises, and practice with mnemonic devices are useful for developing memory skills.

An active listener is able to ask clarifying questions, paraphrase ideas to "test" for understanding, and provide evaluative, non-evaluative and non-directive responses when appropriate. The listening/speaking process is dynamic and requires a continuous changing of roles. The active listener is also an active speaker in any interaction. The effective listener, however, withholds evaluation until comprehension is complete, and uses verbal and non-verbal feedback to ensure comprehension of the message.

Before beginning any instruction in listening, teachers may wish to give their students a listening test. If nothing else, the test will convince students that they really need to learn how to listen more effectively.

Several tests are available: Brown - Carlsen Listening Comprehension Test, Harcourt-Brace-Janovich and S.T.E.P. Listening Tests, Englewood Cliffs, N.J

The following resources are MUST READING for everyone who teaches listening:

Barker, Larry. Listening Behavior. Prentice-Hall.

Lundsteen, Sara W. Basic Annotated Bibliography on Listening. Available through the ERIC system.

Nichols, Ralph G. and Leonard A. Stevens. Are You Listening? McGraw Hill.

Wolvin, Andrew and Carolyn G. Coakley. Listening Instruction. ERIC Trip Booklet.

Appendix E

General Comments on Appendices

The preceding appendices on reading, writing, speaking, and listening present well founded background statements about the teaching of each of these language acts. An understanding of these statements, their philosophical considerations, and suggested readings are presumed whenever any language activity is undertaken in the capsules.

USING THE INDICES

The indices serve many purposes. For each function, the first index charts the coverage of primary and secondary competencies by a specific language arts activity. Teachers wishing to attain coverage of selected competencies can do so using this index.*

The second index indicates those enabling or basic skills required before students can demonstrate proficiency in the master lists of competencies. For review, remedial work or as a pre-test, teachers may wish to develop activities aimed at uncovering student mastery of these basic or sub-skills.

The third index enables teachers to integrate readily any of the capsules by choosing an appropriate reading, composition, or speaking activity. After finding the particular capsule containing these activities, teachers can then suit the suggested approaches to their lesson plans.

The final index offers a comprehensive view of capsule titles along with their topics. As teachers develop plans for the semester or year based on topics or themes, this index can aid implementation of the capsules.

*For Index 1, all outline numbers match those of the preceding Master List of Competencies given for each major function.

INFORMATIVE

	Intrapersonal	Dyadic	Small Group	Public	Mass Communication
A.1.					
					R S
2.					X X
		R	R S		
3.		X	X X		
4.					
	W				
B.1.	X				
2.					
			R	R	L
3.			X	X	X
			S		
C.1.			X		
	R		W L		
2.	O		X X		
3.					
	R				
D.1.	X				
	L S W				
2.	X X X				
	E	R		R W S	
3.	X	X		X X X	
		W			R S L W
4.		X			X X X X
		L	W	L	
E.1.		X	X	X	
	E	S	S	L	
2.	X	X	X	X	
	L				
3.	X				
	E		W S L	L	
4.	X		X X O	X	

X = PRIMARY COMPETENCIES
O = SECONDARY COMPETENCIES

R = READING
W = WRITING

S = SPEAKING
L = LISTENING
E = EVALUATING

FEELINGS

	Interpersonal	Dyadic	Small Group	Public	Mass Communication
	W	W R L	L	W	
A.1.	O	X X O	X	O	
	S L W	R		W	R L
2.	X X O	O		O	X X
				R	
B.1.				X	
	R	W		R W	W R L
2.	X	O		X O	X O O
		L		R W	L
3.		O		X X	O
	W R L	S L	L	S L R	R L S W
C.1.	X O O	X O	X	X X O	X X X X
	S		R W S		R L S W
2.	O		X X X		X X X X
	S			L	
3.	O			O	
	S	W		L	L
4.	O	O		O	X
		L		L	S W
D.1.		X		O	X X
		S		S L	
2.		O		O O	
		S		S L	
3.		O		O O	

X = PRIMARY COMPETENCIES

O = SECONDARY COMPETENCIES

R = READING

W = WRITING

S = SPEAKING

L = LISTENING

IMAGINATIVE

	Intrapersonal	Dyadic	Small Group	Public	Mass Communication
	L S			S L	
A.1.	X X			X X	
				S L	
2.				X X	
	W			R W S L	
B.1.	O			X X O O	
	R W		L	W S L	
2.	O O		X	X O O	
	R W				
3.	O O				
4.					
C.1.					
		S	S		
2.		X	X		
				R L	S
3.				O O	X
				L	
4.				O	
					L
5.					X
				W	R
D.1.				O	O
	R W				R
2.	X X				O
		R W	R W	S	W
3.		X X	X X	O	X
	S	R		S	
4.	O	X		O	
		L			R
5.		X			X

X = PRIMARY COMPETENCIES

O = SECONDARY COMPETENCIES

R = READING

W = WRITING

S = SPEAKING

L = LISTENING

RITUALIZING

	Intrapersonal	Dyadic	Small Group	Public	Mass Communication
	R S L W	L R		R S W	
A.1.	X X X X	X O		X O O	
	S W	W		R	
2.	X X	O		X	
	S	R			
3.	O	O			
		L			
B.1.		O			
		S	W		
2.		X	X		
	R				
3.	O				
		R W			
C.1.		X O			
			R L S W		
2.			X X X O		
3.					
4.					
D.1.					
		W		L S R W	
2.		X		X X X X	
					R L W S
3.					X X X X

X = PRIMARY COMPETENCIES

O = SECONDARY COMPETENCIES

R = READING

W = WRITING

S = SPEAKING

L = LISTENING

CONTROLLING

	Intrapersonal	Dyadic	Small Group	Public	Mass Communication
	S	L W	W S	L R	W L S
A.1.	X	X O	X O	X O	X X X
	L	R W			
2.	X	O O			
	S W	R W	R S L	R L	S
3.	X X	X O	X X X	X O	X
	L R		S		
4.	X O		X		
		W R	L	R	
B.1.		X O	O	O	
	W	S	W S L	S	W S
2.	X	X	X O O	X	X X
		S	W		
3.		X	O		
			R W	R W	R W L S
C.1.			X O	O O	X X X X
	L S		R	L	R
2.	O O		X	O	X
					R
3.					X
		S			L
4.		O			X
	S	S		W	S W L
D.1.	O	O		O	X O O
				W	S R W L
2.				X	X O O O
	L				R W
3.	X				O O
	R W	L	W S R	S	R L S
E.1.	X O	O	X X O	O	O O O
	R L		R		W
2.	X O		O		O

X = PRIMARY CONPETENCIES

O = SECONDARY COMPETENCIES

R = READING

W = WRITING

S = SPEAKING

L = LISTENING

INDEX OF ENABLING OR BASIC SKILLS

	READING	WRITING	SPEAKING	LISTENING
1.	Decoding phonemes.	Representing phonemes accurately.	Articulating phonemes.	Recognizing phonemes.
2.	Recognizing roots words and affixes.	Spelling roots words and affixes accurately.	Using root words and affixes correctly.	Recognizing root words and affixes.
3.	Assigning meanings to words.	Spelling words correctly.	Pronouncing words correctly.	Assigning appropriate meanings to words.
4.	Assigning meaning to a variety of words.	Using a suitable written vocabulary.	Using a suitable oral vocabulary.	Assigning meaning to a variety of words.
5.	Reading at an appropriate rate.	Writing sentences fluently.	Speaking oral sentences fluently.	Assigning meaning to sentences delivered orally.
6.	Recognizing context clues in written sentences.	Providing context clues in written sentences.	Proving context clues in oral sentences.	Recognizing context clues in oral sentences.
7.	Recognizing syntax and meaning.	Writing sentences which are syntactically correct and semantically clear.	Using acceptable syntax and style (articulation, word choice).	Understanding a variety of syntaxes and styles.
8.	Using punctuation as clues to meaning.	Punctuating to indicate appropriate meanings.	Using appropriate and varied speaking rate, volume, pitch, and quality.	Interpreting variations in rate, pitch, volume, and quality.
9.	Interpreting graphic cues.	Employing graphic aids to writing.	Using facial expression, gestures, bodily movements, and eye contact effectively.	Assigning appropriate meanings to facial expressions, gestures, bodily movements and eye contact.
10.	Appreciating consistency in meaning, tone and style.	Demonstrating consistency in meaning, tone, and style.	Creating verbal and nonverbal messages that are consistent.	Recognizing/interpreting inconsistencies in verbal and nonverbal messages.
11.	Interpreting semantic cues to communication distance (proxemics).	Using language to indicate varying levels of communication distance.	Adapting proxemics for communicative intent.	Recognizing and interpreting proxemic absurdities.

INDEX OF READINGS, COMPOSITION, AND SPEAKING ACTIVITIES

	Readings	Composition	Speaking
Intrapersonal	Survival	Journal Entry on Life-Threatening Situation	Oral Summary of Some Aspect of Self
Dyadic	Readings on "How to Get a Job"	Letter of Inquiry, Introduction, and Job Application	Role-Play Job Interview
Small Group	Non-Fiction Articles on Work or Leisure	Annotation of a Source	Panel Discussion
Public	Non-Fiction Career/Job Literature	Two-Three Paragraphs on Selected Career	Informative Speech
Mass Communication	Blind Men and the Elephants	News Stories	Panel Presentation on News Magazine

INDEX OF READINGS, COMPOSITION, AND SPEAKING ACTIVITIES

	Readings	Composition	Speaking
Intrapersonal	Butterfly Revolution Robinson Crusoe	Journal Writing	Short Speech on Person Who Affected Speaker
Dyadic	"Open Letter to a Young Negro" Sorry Wrong Number	Angry Letter	Statement Completion
Small Group	Nonsense Poems	Writing and Defining Nonsense Words	Choral Reading
Public	Romeo and Juliet Tale of Two Cities Eric Death Be Not Proud	Personal Reflection to the Public	Emotional Expression
Mass Communication	News Articles	Compare/Contrast Emotional Effect of Reading vs. Seeing an Event	Multi-Media Presentation

10th Grade
Imagining

INDEX OF READINGS, COMPOSITION, AND SPEAKING ACTIVITIES

	Reading	Composition	Speaking
Intrapersonal	Interior Monologue-Poetry	Interior Monologue-Poem	Pantomime
Dyadic	The Matchmaker The Effect of Gamma Rays on Man-in-the-Moon Marigolds A Separate Peace "The Sacred Skull" Pearl Buck	Narrative From a Particular Point of View	Role Playing
Small Group	Short Stories and Science Fiction Characters	Character Sketch	Role-Playing of Encounters Between Characters
Public	Literary Excerpts	Descriptive Paragraph or Essay Suitable for Oral interpretation	Oral Interpretation
Mass Communication	Why Man Creates and Whimsical Selections	Whimsical Narrative	Taped Presentation

INDEX OF READINGS, COMPOSITION, AND SPEAKING ACTIVITIES

	Readings	Composition	Speaking
Intrapersonal	Walkabout Diary of Anne Frank Seventeen	Write From Older Point of View on Personal experience	Describe Personal Experience
Dyadic	Application Letters for Jobs	Letter of Application	Situations for Ritual Responses
Small Group	Our Town Huckleberry Finn To Kill a Mockingbird The Human Comedy The Good Earth	Essay of Analysis of Sports Ritual	Problem Solving
Public	"Nathan Hale" "Apology of Plato" "Death of Socrates" "Lament" "From Mother - With Love" Assorted Poems	Letter of Praise	Special Occasion Speech, 3-4 Minutes
Mass Communication	Television Broadcast	Television Editorial	Skits on Stereotyped Families

INDEX OF READINGS, COMPOSITION, AND SPEAKING ACTIVITIES

	Readings	Composition	Speaking
Intrapersonal	The Miracle Worker Story of My Life Teacher: Anne Sullivan Helen Keller's Journal	Essay of Reflection	Informative Speech
Dyadic	Book of Proverbs Maxims	Letter to Sibling	Verbal Complaint About Defective Product or Service
Small Group	A Separate Peace To Kill a Mockingbird Romeo and Juliet The Pigman Lord of the Flies	Dialogue	Role Play School Oriented Tasks
Public	Julius Ceasar	Monologue of Historical Figure	Two-Minute Editorial Speech
Mass Communication	"The Mayflower Decision"	Answer to an Editorial	Public Service Announcements

INDEX OF CAPSULE TITLES AND TOPICS

	Titles	Topics
10th Grade Informing:		
Intrapersonal	"Who Are You?"	Self Awareness
Dyadic	"Work Together, Learn Together"	Possible Careers
Small Group	"To Group or Not To Group: That is the Question"	Work vs. Leisure
Public	"What Color is Your Parachute?"	Researching Selected Careers
Mass Communication	"Man Bites Dog - That's News!"	Language and the Media
10th Grade Feeling:		
Intrapersonal	"Seeing Me - Seeing Others"	Self Knowledge
Dyadic	"Love is Never Having to Say You Are Sorry"	Self Disclosure
Small Group	"From Nonsense to Some Sense"	Words - Connotation and Denotation
Public	"The Human Touch"	Public Expression of Feelings
Mass Communication	"Stop the World - I Got a Feeling!"	Written and Visual Media
10th Grade Imagining:		
Intrapersonal	"The Force Be With You"	Interior Monologue and Nonverbal Communication
Dyadic	"Tea for Two"	Dialogue
Small Group	"May the Force Be With You"	Science Fiction
Public	"Creating Moods"	Description
Mass Communication	"Come Fly With Me and You"	Creativity

	Titles	Topics
10th Grade Ritualizing:		
Intrapersonal	"Taking the Rite Passage"	Passages in Growing Up
Dyadic	"Job Talk"	Applying, Interviewing, Keeping a Job
Small Group	"Being Part of It All"	Group Structures
Public	"I Couldn't Have Done It Without My Teammates"	Ceremonial Acts
Mass Communication	"Flick on a Ritual"	Media Rituals
10th Grade Controlling:		
Intrapersonal	"Be Yourself! Express Yourself! Control Yourself!"	Inner and Outer Influences
Dyadic	"We Two! Whee, Too!"	Advice and Counsel
Small Group	"Mock Turtle Soup"	Group Cooperation
Public	"Convincing the Crowd"	Logical, Emotional, and Ethical Proofs
Mass Communication	"Do the Media Manipulate"	Editorial Broadcasting and Public Service Announcements

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